DOCUMENT RESUME

ED 148 077 EC 103 460

AUTHOR	Sanborn, Marshall P.; And Others
TITLE	Career Education of Gifted and Talented Boys and Girls. Final Report.
INSTITUTION	Wisconsin Univ., Madison. Research and Guidance Lab. for Superior Students.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
REPORT NO	554AH50705
PUB DATE	30 Jun 76
GRANT	G007502301
NOTE	329p.; Some parts may reproduce poorly due to print quality
EDRS PRICE	MF-$0.83 HC-$18.07 Plus Postage.
DESCRIPTORS	Bibliographies; *Career Education; Case Studies; *Demonstration Projects; *Educational Needs; Elementary Secondary Education; Exceptional Child Research; Females; *Gifted; *Identification; Longitudinal Studies; *Talented Students; Vocational Education
IDENTIFIERS	Final Reports

ABSTRACT

Presented is the final report of a project--involving longitudinal casework with some 3,600 gifted and talented children, their parents, teachers, and counselors in 90 Wisconsin communities--to identify and develop programs for gifted and talented students. An initial section outlines such program components as major activities (including workshops), dissemination activities and objectives. The bulk of the document consists of the following appended materials: a resource packet on a conceptualization of different aspects of career development with implications for educational practice; a resource packet on materials developed to outline principles of planned change; representative case materials excerpted from interviews and cumulative folders of four students who have participated in the program; an annotated listing of books which can be utilized to acquaint young people with the subjective side of a variety of vocations and professions; a representative collection of materials and ideas for career education of gifted and talented students; examples of open-ended discussion and written work and how both can be utilized in getting to know gifted students and their feelings about work and their values; abstracts of published studies conducted since 1957; and three papers given during workshop sessions related to women's issues. (SBH)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED148077

Research and Guidance Laboratory
UNIVERSITY OF WISCONSIN-MADISON
Education Science I Bldg., 10th floor
1025 West Johnson St.
Madison, Wisconsin 53706

FINAL REPORT

Career Education of Gifted and Talented Boys and Girls

(G007502301)

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Marshall P. Sanborn
Dennis W. Engels
Lawrence R. Pfleger
Judith M. Rodenstein

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

UNIVERSITY OF WISCONSIN-MADISON

RESEARCH AND GUIDANCE LABORATORY

June 30, 1976

EC103460

1. Project #554AH50705 2. Grant #G0070502301

3. Final Report

4. Title of Project: Career Education of Gifted and Talented Boys & Girls

5. Period Covered: July 1, 1975-June 30, 1976

6. Category: Populations

7. Project Director: Marshall P. Sanborn

8. Grantee Organization: The University of Wisconsin-Madison
Research and Guidance Laboratory (608) 262-2878

9. Major Activities:

I. Seventeen years of career development work with gifted and talented youngsters in the Research and Guidance Laboratory, University of Wisconsin, formed the base of information and expertise upon which our demonstration workshops were developed. Within the Laboratory program it has been possible to carry out research in local school settings on the feasibility of a variety of procedures for meeting career education needs of gifted and talented students. Additionally, ten-year post-high school follow-up data regarding career development of young people who were administered the procedures is available. This project enabled development and implementation of a demonstration program designed to show teachers, administrators, counselors, parents of gifted and talented children and community resource persons what procedures may be utilized and how they may be planned and introduced into their schools. The primary objective was to promote more widespread use of career education techniques addressed to the problems of the gifted and talented and more adequate attention to special problems of gifted and talented girls. There is some evidence to suggest that the project resulted in successful accomplishment of the following objectives:

A. Development of local plans for adoption of specialized procedures to augment career education of gifted and talented boys and girls in more local school systems throughout the country;

B. Development of local plans for adaptation of Laboratory developed procedures so as to render them feasible to school communities of varying size, staff characteristics, facilities, and resources;

C. Development of local plans for more frequent and more adequate cooperation between school and non-school resources in articulating the total career education programs;

D. Effective planning, ongoing evaluation and improvement of local career education practices;

E. Stimulation of and assistance with the processes of identification of gifted and talented students;

F. Encouragement and assistance in planning special provisions for development of gifted and talented students, and stimulation to do so for other students;

G. Encouragement of innovation and experimentation in school procedures for gifted and talented students as well as for other students; and

H. Demonstration of appropriate guidance and career education services for gifted and talented high school students.

Furthermore, the project produced a packet of principles and procedures related to career education for gifted and talented students.

(II.) Project implementation involved two major phases. Phase I consisted of assembling and packaging demonstration materials. Phase II consisting of training procedures was divided into 3 steps:

A. Identifying and training coordinators.

B. Conducting workshops.

C. Conducting coordinator follow-up/evaluation seminars (spring, 1976.)

(III.) Major accomplishments contributing to successful completion of this project included but were not limited to the following:

A. All staff were hired in accordance with proposal projections.

B. General planning meetings were held monthly between project staff and cooperating faculty members.

C. Tasks for development and execution of the workshops were delineated, assigned to project personnel and were accomplished on time.

D. Research data and career education and case study (anecdotal) materials developed at the Research and Guidance Laboratory were assembled into a packet which was distributed to all workshop participants.

   1. These materials were used to illustrate how special career education provisions for gifted and talented students had been used in various school settings.

   2. Results of the use of those procedures were shown and suggestions and opportunities were provided for participants to plan local adaptations for implementation of these provisions.

   3. The workshop materials packet consisted of the following printed matter:

      a. "Wisconsin Career Education Planning Model"; a conceptualization of different aspects of career development with implications for educational practice. The model was used to explain career education and stimulate participant thought during their own attempts to plan for implementation. (Appendix I)

      b. "Applying Principles of Change"; materials developed to outline principles of planned change. This material was utilized during workshops to facilitate planning and implementation of career education practices for gifted and talented students in local settings. (Appendix II)

      c. "Case Studies"; representative Laboratory case materials excerpted from interviews and cumulative folders of students who participated in the Research and Guidance Laboratory program at the University of Wisconsin-Madison. Summary and conclusion sections of the studies are preceded by individual data arranged in chronological order across phases of the University of Wisconsin Career Education Planning Model. During the workshops, considerable time was spent studying and discussing individual cases in an attempt to find how to better understand gifted and talented students and thereby, to better serve them. (Appendix III)

Remaining materials were used as supplements to large and small group discussion:

d. "Vocations in Literature: A Booklist"; an annotated listing of books which can be utilized to acquaint young people with the "subjective side" of a variety of vocations and professions. (Appendix IV)

e. "Research and Guidance Laboratory Practices"; a representative collection of materials and ideas utilized by the Research and Guidance Laboratory program for the career education of Gifted and Talented students. The Laboratory program is briefly described, principles in working with Gifted and Talented students are outlined and examples of completed student Laboratory forms are included. Samples of actual suggestions to schools and career education practices based on knowledge of individual students are included. (Appendix V)

f. "Classroom Discussion"; examples of open-ended discussion and written work and how both can be utilized in getting to know gifted students and their feelings about work and their values. (Appendix VI)

g. "Annotated Bibliography"; abstracts of published studies conducted at the Research and Guidance Laboratory since 1957. (Appendix VII)

h. "Needs and Problems of Gifted and Talented Females," Guidelines for the Career Guidance of Gifted Females," and "Linda-Profile of a Gifted Student," were used during workshop sessions related to women's issues. (Appendix VIII)

E. Five workshops were conducted for selected groups of teachers, guidance personnel, administrators, parents, students and community resource people. Workshops were held in rural, urban and suburban settings across the country according to the following calendar:

Seattle, Washington (urban - suburban) - - January 15, 16, 17, 1976
Highline Public Schools

Alamosa, Colorado (rural) - - - - - - - - - February 5, 6, 1976
San Luis Valley Board of
Cooperative Services

Carbondale, Illinois (rural-urban) - - - - -February 19, 20, 1976
Southern Illinois University

Amherst, Massachusetts (suburban-urban) - - March 4, 5, 1976
University of Massachusetts

Carrollton, Alabama (rural-small city) - - -March 8, 9, 1976
Pickens County Board of Education

A sixth workshop slated as a State-wide pilot workshop tentatively scheduled for mid-May was cancelled due to time conflicts of State and local educational officials and educators in Wisconsin.

(IV.) Workshops were offered without charge to agencies and institutions which were willing to provide facilities and secure participation of key school and community personnel from the region in which the workshop was presented.

A. Coordinators at each site were:

William Cox and Connie Anderson
Highline Public Schools
15675 Ambaum Boulevard, S.W.
Seattle, Washington 98166

Gilbert Gallegos and Rita Paronto
San Luis Valley Board of Cooperative Services
22nd and San Juan
Alamosa, Colorado 81101

Richard Bradley and John Cody
Southern Illinois University
Department of Guidance
Carbondale, Illinois 62901

Ronald H. Fredrickson
School of Education
University of Massachusetts
Hills-South Amherst, Massachusetts 01002

J.B. Wier
Pickens County Board of Education
Box 32
Carrollton, Alabama 35447

B. Coordinators or their representatives attended pre-workshop conferences which focused on program purposes, methodology to be used in full workshops, means for approaching administrative tasks, discussion of evaluational components to be used, and familiarization of project staff with participants and districts served. Coordinators were in Madison, Wisconsin on the following dates:

Seattle, November 15-18, 1975

Alamosa, December 14-16, 1975

Carrollton, January 11-13, 1976

Carbondale, November 30-December 2, 1975

Amherst, November 30-December 2, 1975

C. A typical workshop agenda (including descriptions of events) follows:

WORKSHOP IN CAREER EDUCATION FOR GIFTED AND TALENTED STUDENTS

Thursday, March 4, 1976

8:30-9:00	Registration & Distribution of Materials
9:00-9:15	Information gathering using pre-evaluation checklists/ranking sheets and small group discussion.
9:15-9:30	Large Group: Workshop Overview.
9:30-10:00	Large Group: presentation of the University of Wisconsin Career Education Planning Model and a case study structured in terms of the model.
10:00-10:15	Break

10:15-10:45	Large Group: Identification, description and needs of Gifted and Talented students.
10:45-12:00	Small Group: Review and discussion of case studies and identification processes with an eye toward local adaptation.
12:00-1:00	Lunch
1:00-1:15	Large Group: Tested techniques for identifying Gifted and Talented circa 1600-1976--a vignette examining commonly used identification criteria.
1:15-2:15	Large Group: Techniques.

I. Tapping the talent trust (regarding and using Gifted and Talented students as resource people at school.)

  A. Study Skills--approaches to more efficiency in studying.

  B. Classroom Discussion. Looking for approaches to affording students to share extra curricular learning/educational experiences in school so all students can see relationships between what is simultaneously learned in school and what is learned outside school.

II. Placement (transitions from school to work or further education.)

  A. Mentoring--direct contact between experts and students for discussion/exposure:

    1. short term or long term internship;

    2. work-study;

    3. Mothers' Day;

    4. Fathers' Day;

    5. field trips

    6. expert examinations of student works

    7. establishing a local pool of resource people to assist Gifted and Talented students; and

8. establishing a list of near and distant resource people to assist Gifted and Talented students.

B. Indirect contact between Gifted and Talented students and experts.

   1. Vocations in Literature

   2. Additional printed matter and other media (vicarious experiences.)

   3. Local approaches to developing similar resources with local reference points.

C. Employability Skills.

   1. Assisting Gifted and Talented students in learning how to get and keep jobs.

   2. Vocational guidance and actual job/educational placement.

2:15-2:30 Break

2:30-3:30 Large Group: Techniques and Issues. Presentation and discussion of techniques developed and tested in the Research and Guidance Laboratory:

1.) appraisal interview

2.) information-giving interview

3.) interview to develop self-awareness

4.) role playing and behavior rehearsal

5.) open school concept - facilities available for use both during and outside of the school day

6.) special interest groups and activities

7.) attention to specific issues regarding women

8.) the "doing" project

9.) school without walls concept - the community is the classroom

10.) tutoring - peer and cross-age

11.) teacher/student exchange across buildings or districts

12.) outlets for student work

Friday, March 5, 1976

8:30-9:00	Staff available for individual questions
9:00-9:30	Large Group: Evaluation of principles and procedures for Gifted and Talented. Presentation of rationaleand methodology for evaluation.
9:30-10:15	Large Group: Principles of change-discussion and class applications of force-field analysis.
10:15-10:30	Break
10:30-12:00	Small Groups: Application of a force-field analysis on the individual, diadic, and small group level.
12:00-1:00	Lunch
1:00-2:45	Small Groups: Developing implementation plans - actual discussion and planning.
2:45-3:30	Large Group: Evaluation - completion of checklist and questionnaires.

D. Coordinators or their representatives attended follow-up evaluation conferences in Madison, Wisconsin on the following dates:

Seattle, May 21, 1976

Alamosa, May 21, 1976

Carrollton, May 24, 1976

Carbondale, May 24, 1976

Amherst, May 24, 1976

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those ***DIRECTLY*** *served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.*

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (*see NOTE above*) WHO ARE	RACE/ETHNICITY (*all Participants including Handicapped, Gifted and Talented, and Low Income*)						OF THE TOTAL (*column (6)*) NUMBER WHO ARE			OF THE TOTAL (*column (6)*) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/NEGRO (3)	CAUCASIAN/WHITE (4)	HISPANIC (5)	TOTAL (*sum of columns (1) through (5)*) (6)	HANDICAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (*K-6*)											
MIDDLE/JUNIOR HIGH (*7-9*)											
SENIOR HIGH (*10-12*)				4		4				1	3
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (*non-matriculated*)											
SUB-TOTAL				4		4				1	3
EDUCATIONAL PERSONNEL											
TEACHERS	2	3	42	123	6	176				60	116
COUNSELORS		3	10	44	3	60				30	30
ADMINISTRATORS		1	4	51	4	60				43	17
MEMBERS OF THE BUSINESS/LABOR/INDUSTRY COMMUNITY				1		1					
PARENTS			4	173 *		177 *					
OTHER (*specify*) Press guests Grad students				9		9					
TOTAL	2	7	60	405	13	487					

OE FORM 467, 2/76

(*160 parents attended Seattle special evening session only.)

11. Data Collection and Evaluation Plans and Procedures.

(I.) Data collection activities involved solicitation of participants' critical reactions to all workshop demonstration materials and activities and coordinator and participant post-workshop reports of steps initiated and steps planned for meeting the special career education needs of Gifted and Talented students. Pre-workshop assessment, achieved through a checklist, sought information on special career education procedures available for Gifted and Talented students at each participant's setting, the participant's view of the importance of specific procedures, and whether the participant expected to begin or continue using each procedure. Each participant was also asked to rank general Laboratory concepts in terms of the degree of difficulty associated with implementing techniques related to each concept.

A. Workshop participants were asked to complete the checklist and ranking sheet at the beginning and at the close of each workshop. An additional questionnaire completed at the close was structured to yield information related to the novelty and practical utility of workshop and packet principles and procedures.

B. Between the close of the workshops and the spring of 1976, workshop participants were encouraged to teach their colleagues special procedures covered in the workshop and plan or actually implement these procedures in their schools. Where possible, coordinators were encouraged to observe this teaching and implementation and to facilitate both by serving as liaison personnel between participants and project personnel. Coordinators were also asked to prepare reports describing what happened after the workshops for presentation at the spring follow-up seminar.

C. Data collected at all workshops indicated a sizable increase in motivation and strong endorsement of the utility of materials presented. This was especially true for school personnel working at levels 7-12 and for those representing schools where no special program for Gifted and Talented students was currently offered. A post-workshop follow-up/evaluation instrument was created to generate data on participant plans and experiences following the workshops. Data suggests the workshops had a sizable positive impact in terms of participant plans for future implementation of special career education provisions for Gifted and Talented students. Descriptions of evaluation procedures and findings follow in greater detail:

(II.) Checklists and questionnaires utilized were as follows:

A. Provisions for Gifted and Talented Students - A Checklist (Appendix IX)

B. Major Concepts to be Ranked (Appendix X)

C. Workshop Evaluation - A Questionnaire (Appendix XI)

D. Post-workshop Questionnaire (Appendix XII)

The first three instruments were used to obtain participant response to the quality of workshop materials, content and format. The post-workshop questionnaire was used to learn what activities or planning, if any, happened following the workshops. Activities during the coordinators' follow-up/evaluation conference were geared to reporting and discussing what happened since the workshops and future plans for career education of Gifted and Talented students.

(III.) During the initial planning conferences, workshop coordinators were instructed to invite key school and community leaders as participants. Elementary and secondary school teachers, guidance personnel, and administrators made up more than 3/4 of the participant populations. Community resource personnel, students, and parents comprised the balance of the participants.

Specific instruments and data generated from them are discussed here: (A complete summary of data from all five workshops can be found in Appendix XIII.)

A. Provisions for Gifted and Talented Students.
This checklist of specific career education activities for Gifted and Talented students was distributed to participants at the start and close of each workshop to determine what was currently being done by participants in their schools, the value which each participant placed on each provision or activity listed, and whether participants felt likely to start or continue that particular provision. By using copies of the same checklist as pre and post-evaluation instruments, it was expected that checklist data would serve to indicate change in participants' feelings about provisions for Gifted and Talented students over the course of the workshop in terms of whether the participant would be likely to implement the provision.

Highlights of responses to the instrument from all five workshops indicated: (N=259)

1.) By the close of the workshop, almost all participants indicated that they valued almost all of the provisions as important.

2.) At the close of each workshop, where comparisions could be made between responses to pre and post-checklists, no participant expressed a desire to reduce the number of special career education provisions offered to Gifted and Talented students.

3.) By the close of the workshop, a great majority of participants indicated that they intended to increase the number of provisions offered for Gifted and Talented students.

B. Major Concepts to be Ranked

At the beginning and close of each workshop, participants were asked to rank general categories of provisions from the above mentioned checklist (Appendix X) according to the degree of difficulty they attached to implementation of the activity in their respective educational settings. This ranking was designed to generate discussion among workshop participants and to provide a prioritized listing of participant intention and views of the students in their home schools.

The following table summarizes responses to the checklist:

(N=260) (See next page for table)

TABLE I

PARTICIPANT RANKINGS OF CATEGORIES OF PROVISIONS ACCORDING TO DIFFICULTY OF IMPLEMENTATION

	Carbondale	Alamosa	Highline School	Pickens Co.	Univ. of Mass	Totals
Identification	**LD (N=6) *MD (N=7)	LD (N=9)	LD (N=15)	MD (N=14)	LD (N=13)	LD 43 MD 21
Methods of Appraisal			MD (N=12)	MD (N=10)	MD (N=10)	MD 32
Follow-up Studies		LD (N=5)	MD (N=10)	MD (N=10)		MD 20 LD 5
Classroom & curricular provisions	MD (N=8)	MD (N=5)	MD (N=10)		MD (N=13)	MD 36
Counseling & Guidance procedures					LD (N=10)	LD 10
Preparation for post-high school						
Use of community resources		MD (N=6)		LD (N=18)		LD 18 MD 6
Extra-curricular activities	LD (N=18)		LD (N=17)	LD (N=16)	LD (N=18)	LD 69
TOTAL RESPONDENTS	39	25	64	68	64	260

*Most difficult =MD
**Least difficult =LD

Workshop participants seemed to be in general agreement as to what they perceived as easy to implement vs. what they perceived as difficult to implement in their own settings. However, 10% of the participants noted that they judged identification to be the most difficult procedure to implement. This discrepancy in judgement between most and least coincided to some degree with participants' expressed pre-workshop view that Gifted and Talented students were primarily those who demonstrated high academic achievement, obtained high standardized test scores, and were highly thought of by teachers. It appears that those who judged Gifted and Talented students on more than these three criteria, saw identification as a more complex process and tended to label the provision as most difficult.

C. Workshop Evaluation.

Immediate reaction to materials, content and process of the workshops was obtained with a questionnaire completed at the conclusion of each workshop. Responses to this instrument strongly suggest positive reinforcement and positive attitude changes toward career education of Gifted and Talented students. Summaries of individual and group data collected and direct quotes from responses to items on this instrument follow: (N=162)

1. Workshop participants most frequently cited the model for change, acquaintance with what is currently being done in schools for Gifted and Talented students, and methods of identification as new information that they became acquainted with during the workshop.

2. Workshop participants responded favorably to (a) the timeliness of workshop topics, (b) the opportunity afforded by the workshop to share ideas with colleagues concerning career education of Gifted and Talented students, (c) expertise of the workshop staff, (d) discussion of women's issues, (e) quality of the small group discussions, and (f) usefulness of the packet handouts.

3. While unfavorable comments were sparse, small numbers of workshop participants did respond unfavorably to the length of time spent in large groups, lack of attention paid to specific grade levels and specific roles within the school (especially at the elementary level), and an insufficient number of ready-to-use techniques designed specifically for Gifted and Talented students.

Typical quotes from responses to sections of the questionnaire are as follows:

NOVELTY

"I realized I have done more than I thought." (Highline)

"Impressed upon me the importance of attitudes." (Alamosa)

"Not much new information, but helped me put together information previously gained." (Alamosa)

"Restructured my thinking of correlation between 'Gifted' and 'Career Education'." (Carbondale)

"It will help me to be more observant of my students' individuality and their needs other than academic." (Carbondale)

"It made me realize that I had done little in the past for my gifted students." (Carbondale)

"The things that seem to bother me with students (their own activeness) may be indications that he or she is gifted." (Alabama)

"The presenters helped me to search my past teaching experiences and to focus in on what I had been doing." (Alabama)

"It made me look at all the children in the school differently. To understand that there is something special about each one." (Alabama)

"I was looking for more information just to put into use ASAP." (Alamosa)

"Once I thought the pupils with behavior and/or bad conduct were slow. Not so now." (Alabama)

"Test scores aren't always good methods of evaluating students." (Alabama)

DESIRABILITY

"This workshop reaffirmed by belief that we have been on the right track." (Highline)

"It reminded me of a lot of things I should be doing for these kids that I have neglected." (Highline)

"This information will help me formulate my attitude and program for the Gifted and Talented students." (Alamosa)

"I have never tried to come up with something different for the gifted student." (Alabama)

ADAPTABILITY

"Identification procedures were clarified and the speakers and information Packets presented many useful ideas for starting and implementing a gifted and talented program." (Alamosa)

"Let me know most of us are working together." (Carbondale)

FEASIBILITY

"Got the wheels turning." (Highline)

"Forced me to look at how and why our programs work." (Alamosa)

"Made me wonder about methods used to select 'gifted'."

"I feel more confident in following my intuitions in carrying out some of your suggestions." (Alamosa)

"Needs to be more practical." (Massachusetts)

"Sharper awareness for recognizing 'gifted' students." (Massachusetts)

"I'll go back and look for some gifted students." (Alabama)

RELEVANCE

"It helped me think of some of the ways that I indirectly have helped some of my former students." (Alamosa)

"Has given me ideas for conducting my own workshop in my area of the state." (Massachusetts)

"Should have a stronger emphasis on sensitivity to the non-white different student built into the materials and the workshops." (Massachusetts)

"I am relieved to know these things. I sometimes feel such students are 'lost' in our schools." (Alabama)

"It made me aware there are many types of 'gifted' students." (Alabama)

"Children with learning problems aren't the only important students." (Alabama)

"Now I know how to define these students and then follow-up with new ideas to help them." (Alabama)

"Lack of information regarding specific career education programs K-12." (Massachusetts)

URGENCY

"Great - Stimulating." (Alamosa)

"The packet is invaluable." (Massachusetts)

"I plan to use your information in the second edition of a book I co-authored." (Massachusetts)

"Stimulating, practical and interesting--widened my horizons." (Carbondale)

WORKSHOP FORMAT

"Small groups are more effective, especially when the leader has a concrete problem or problem-solving technique to offer. Lecture approach was not helpful." (Highline)

Because workshop evaluation questionnaires consisted entirely of open-ended questions, no all-inclusive summary is possible. However, the above listing is representative of statements made in response to the general areas of evaluation.

D. Post-Workshop Questionnaire.
A follow-up questionnaire was distributed to all workshop participants in April, 1976. The purpose was to determine what special career education activities for Gifted and Talented students participants were engaged in and/or were planning as a result of their participation in our workshops. The number of post-workshop questionnaires returned as of May 30, 1976, are listed below:

Highline Public Schools	N=19
Alamosa, Colorado	N=14
Carbondale, Illinois	N=3
Amherst, Massachusetts	N=18
Carrollton, Alabama	N=45

(Complete reports of Post-Workshop Questionnaire results, by workshop location are found in Appendix XIV.)

1. Participants at all workshops reported that the workshops served as stimuli for continuing their efforts and for the formation of new programs and curricular ideas.

2. In the Highline Public Schools, where programs for career education for Gifted and Talented students were part of their program before the workshop, our workshop was viewed as a step in their on-going process of staff in-service and development of future provisions geared to the career education of gifted and talented students.

3. In Pickens County, Alabama, where participants had little or no prior exposure to the concept of Gifted and Talented students, our workshop was viewed as more of a direct stimulus for change.

4. Approximately 95% of the respondents to the Post-workshop Questionnaire stated that they were either planning to implement career education procedures for Gifted and Talented students during the 1976-77 school year, planning to continue a current program already in progress, or had completed planning new programs. (See Appendix XIV for complete listing of new programs planned.)

5. As shown in Table II below, significant numbers of workshop participants indicated that they have already used materials included in the workshop packets. All respondents reported that materials they used were relevant and valuable.

   (See next page for Table II)

TABLE II

PARTICIPANT USE OF WORKSHOP PACKET MATERIALS

Packet Materials	Carbondale (N=3)	Alamosa (N=14)	Highline (N=18)	Pickens Co. (N=45)	Univ. of Mass (N=18)	Totals
Applying Principles of Change	1	6	7	6	10	30
Wisconsin Career Education Planning Model	1	5	5	13	7	31
Case Studies	1	9	7	12	6	35
Vocations in Literature: A Booklist	2	5	4	6	5	22
Research & Guidance Lab Practices	1	7	3	7	4	22
Classroom Discussion	1	10	5	7	4	27
Annotated Biblio.	2	5	5	6	5	23
Needs and Problems of Gifted & Talented Females	2	8	8	4	7	28
Some Guidelines for Career Ed. of Gifted Females	2	5	8	2	9	26

6. Quoting directly from respondents on the questionnaires, materials were used in a variety of ways, including: (a) in the classroom with the teachers of the advanced placement program; (b) "To become aware of the needs of Gifted and Talented students"; (c) "In planning and developing a philosophy for career education"; (d) "For background information and for future reference"; (e) "To help develop a curriculum outline for a secondary seminar for the gifted"; (f) "To enhance physical education for girls"; (g) "Working with students and teachers"; (h) "Read by all members of the department"; and (i) "Plans are being made for a workshop and they were useful information for the program development." (A complete listing of responses to uses made of workshop materials are found in Questionnaire summaries in Appendix XIV.)

7. The most commonly cited obstacles to implementing any plans were time and money. Resources most frequently cited were those found in the community: local townspeople, professionals students, libraries, resource centers, audio visual aids, etc.

E. Comments made by workshop coordinators.
In addition to the data collected through these four instruments, we also became aware of possible effects of our workshops through meetings with the coordinators in Madison on May 21 and May 24, 1976. A summary of their comments follows:

Seattle

The process of developing awareness and attending to the specific needs of gifted and talented students has been occuring in the Highline School District for the past few years. The Workshop was reported to be one step in reinforcing that message and effecting a change in the perception of what is needed for gifted and talented students. More pronounced changes occurred as well. For example, a parents group called "Friends of the Gifted" originally composed of 15-20 parents had been meeting for 2-3 years. Since the workshop included a special evening session attended by 160 parents, they not only changed their viewpoint of gifted students from merely academically superior to a broader definition, but they also have become more active in trying to affect change in the curriculum. In fact, following the workshop, they formed a legal non-profit association and have incorporated, have increased in number to 75 and have established a good working relationship with districtadministrators and teachers.

The Highline Coordinator reported that our project was very much in tune with the goals of the Highline School District. Participants were especially pleased to find out that what they have been doing was being done elsewhere, reinforcing new faith in themselves and their institution.

Alamosa

In Colorado, the workshop coordinator reported that the workshop was functional in developing faculty and administrative awareness of gifted and talented students. According to the coordinator, the workshop seemed to be the beginning of a change towards more attention to the gifted and talented student. There was a special need in Colorado to develop an awareness in administrators to the plight of teachers in dealing with gifted and talented students. The workshop was reported to have served this purpose by pointing out to administrators present that answering the needs of gifted and talented students did not necessarily involve radical ideas. Since the administrators and the teachers had a common workshop experience, the district coordinator is finding that the process of introducing new procedures for gifted and talented students is proceeding in settings where virtually no progress had occurred previously in this regard.

The workshop coordinator also reported that counselors in the San Luis Valley may have begun to see what role they can play in planning and implementing career education programs for gifted and talented students, something unheard of in the past. In addition, the workshop resulted in initiating a search through the community for new resources, e.g., retired teachers to work with the gifted, etc. Since the workshop, there appears to be a new sanction for attending to the gifted which the coordinator finds unprecedented.

Pickens County

In the past, Pickens County has given very little attention to programs for gifted and talented students. It was assumed that these students could take care of themselves as school personnel devoted their time and attention to students with more pressing concerns, such as slow learners or the disadvantaged. The workshop coordinator from Pickens County reported that new ideas presented in the workshop resulted in a substantial awareness process and this was reported to be quite refreshing to the educators involved. The coordinator also viewed the workshop experience as a starting point from which to build. The workshop seemed to be so stimulating that teachers wanted to begin applying provisions immediately. The coordinator said he felt he had to "put a lid on the enthusiasm" temporarily in order to insure careful planning for effective implementation of desired changes next year.

Massachusetts and Illinois

Coordinators from Massachusetts and Illinois are situated in universities rather than school districts. Thus, most of their activity since the workshops has been in the form of consulting with limited numbers of participants involved.

Since the Massachusetts workshop, Professor Fredrickson was asked to speak in Springfield, Massachusetts, to 120-150 school administrators regarding what can be done for gifted and talented students in their schools. He interpreted this invitation as the development of a new sense of community urgency (prompted in part by the workshop) to develop an awareness of the special needs of gifted and talented students and to seek out ways to meet those special needs.

12. Problems

No real problems were encountered in the project. However, minor changes from the original proposal were enacted as follows:

A. Patricia L. Wolleat was on a year leave of absence to the University of California, Santa Barbara. As a result, a portion of her tasks were re-assigned to James L. Lee, Associate Professor of Education (See list of project staff, Appendix XVII.)

B. Due to scheduling difficulties, all coordinators did not come to Madison at the same time for the pre-workshop or the follow-up/evaluation conferences. Coordinators were in Madison on the dates listed on page 9, section D.) These changes provided a tighter focus of attention on each coordinator and site. Because of this individual focus, planning and evaluation conferences required less time than originally proposed.

13. Dissemination Activities

Letters, application blanks (Appendix XV) and a copy of the proposal announcing our project were sent to 41 educators in the United States. Final determination of workshop sites was done so as to insure the strongest commitment to follow-up and follow-through and the widest possible coverage of rural, urban and suburban schools across the U.S. within the limits of financing and time. Workshop hosts were encouraged to select participants who would be able to utilize the training and materials for presentation to other educators and community members in their own localities. Brochures were printed for coordinators to distribute to those whom they wanted to invite to the workshops (samples are enclosed as Appendix XVI.) There was a different brochure for each workshop. We received and responded to 47 unsolicited requests for information concerning the project.

15. ABSTRACT

Since 1957, the Research and Guidance Laboratory, University of Wisconsin, has carried on direct longitudinal casweork with some 3,600 gifted and talented boys and girls, their parents, teachers and counselors in 90 Wisconsin communities. The purpose of this research-through-service program has been to devise, test and demonstrate procedures which schools can use to identify gifted and talented young people in a wide variety of social and cultural settings; and on the basis of characteristics specified in the identification process, to develop techniques and activities which are appropriate to meet those students' educational and vocational development needs. Longitudinal case records have been maintained on every student participant throughout high school and post-high school years. A variety of case, descriptive, and experimental studies have been completed (Sanborn, Pulvino, Wunderlin, 1971.) Results of these studies together with practical experiences at the Laboratory have led to discovery of unique career development issues and problems in the lives of gifted and talented persons. Attention to these issues, in turn, yielded a sizable number of specific provisions aimed at meeting special needs of gifted and talented students.

The Research and Guidance Laboratory is the only agency of its kind. Longitudinal data covering an 18 year span in the educational and vocational development of gifted and talented young people--data predicated on direct demonstration procedures designed to approximate those which schools can implement--is available nowhere else. No other agency has carried on such work under the discipline of the research-through-service approach, which requires that all activities generated and implemented must be defended in terms of their immediate value to the students, their parents, and their teachers and counselors. The wealth of data available at the Laboratory makes it possible to supplement projects such as the one described herein with longitudinal information that is seldom available.

Public school staff members who have participated in the Laboratory program number approximately 90 superintendents, 150 principals, and over 2,000 classroom teachers. Members of the Laboratory staff have conducted more than 300 in-service training sessions for youngsters, and nearly as many direct, face-to-face consultations with their parents. Complete records have been kept regarding every contact, and an individualized written report of our clinical experience with each child has been completed every year that the child has been in school. Each report contains concrete suggestions to the school and/or the parents regarding individualized or group procedures which could be of use in meeting current academic, social-personal, and vocational development needs of the student. Systematic follow-up studies have been done and Laboratory records contain reports from student participants who are now more than ten years out of high school.

OBJECTIVES

This project enabled development and implementation of a demonstration program designed to show teachers, administrators, counselors, parents of gifted and talented children and community resource persons what procedures may be utilized and how they may be planned and introduced into their schools. The primary objective was to promote more widespread use of career education techniques addressed to the problems of the gifted and talented and more adequate attention to special problems of gifted and talented girls. Additional objectives included:

A. Participant development of local plans for adoption of specialized procedures to augment career education of gifted and talented boys and girls in more local school systems throughout the country;

B. Participant development of local plans for adaptation of procedures so as to render them feasible to school communities of varying size, staff characteristics, facilities, and resources;

C. Participant development of local plans for more frequent and more adequate cooperation between school and non-school resources in articulating the total career education programs;

D. Effective planning, ongoing evaluation and improvement of local career education practices.

E. Stimulation of and assistance with the processes of identification of superior students;

F. Encouragement and assistance in planning special provisions for development of superior students, and stimulation to do so for other students;

G. Encouragement of innovation and experimentation in school procedures for superior students as well as for other students; and

H. Demonstration of appropriate guidance and career education services for students.

PUBLICITY

Solicitation of applicants from across the United States yielded five educators from rural, urban and suburban settings who were selected to serve as local workshop coordinators, to arrange for facilities and to secure participation of key educational and community leaders.

STAFF AND METHODOLOGY

Professional project staff included one full-time project associate, two half-time graduate assistants and five faculty members of the Department of Counseling and Guidance, University of Wisconsin-Madison. Teams of four or five staff and faculty members conducted each workshop.

Workshop presentations were made free of charge. Local workshop coordinators came to Madison, Wisconsin, in the fall for a pre-workshop planning conference and in spring for a workshop follow-up/evaluation conference.

EVALUATION PROCEDURES

Formal evaluations of workshop materials, ideas, techniques and format took place at the start and close of each workshop. Local coordinators also solicited participant responses to a follow-up questionnaire in April.

SUMMARY AND CONCLUSIONS

In general, workshops were well received and highly regarded, especially by secondary school educators and educators from schools where special provisions for career education of gifted and talented students did not exist prior to the workshop. Moreover, participant responses to questionnaires suggest that project goals were accomplished in varying degrees from site to site. While indications of specific post-workshop career education activities for gifted and talented students are relatively sparse, that is to be expected until sufficient time for intelligent planning and formal curricular and programatic changes has passed. Responses to post-workshop follow-up questionnaires suggest that considerable planning has taken place with respect to implementation of special provisions.

While relationships between workshops and what happened following the workshops are impossible to determine, workshop activities and materials were generally reported to be at least partially influential on subsequent planning and activities at each site.

Procedures and information which were shown to practicing teachers and community resource persons, based as they are on a solid foundation of systematic development, implementation, and evaluation, are unique and useful. Because the basic responsibility for providing career education rests with the communities where gifted children reside and attend school, it is clear that community resources must be organized so as to provide needed special approaches. Although they are not intended to replace existing career education programs, participants report that these provisions may be used to augment existing programs as often as the needs of gifted and talented youth require specialized approaches.

APPENDIX I

WORKSHOP RESOURCE PACKET

WISCONSIN CAREER EDUCATION PLANNING MODEL

Developed by

Phillip A. Perrone

James L. Lee

With the assistance of

Lawrence R. Pfleger

Judith M. Rodenstein

Wisconsin Career Education Planning Model

The Career Education Planning Model is structured upon the premise that education enriches people's lives by maximizing the likelihood of individual effectiveness. Andrews and Withey (1976), after conducting four national surveys including about 5000 men and women from all walks of life, have concluded that peoples' sense of well-being has a lot to do with their feelings about specific aspects of life which concern them. These aspects of life cluster first around the Self. Other aspects then fan out to concerns progressively more remote: family members, other people, and health; then job, money and home; then community and, finally, local and national governments. Career education is directed toward the specific social role of work. Learning objectives included in this model are ones considered important in developing aspects of self and social awareness considered important in work roles. The words family member, student, citizen, etc., can be substituted for the word career in each of the Social Awareness, Social Planning, and Action objectives therein providing flexibility for incorporating all social roles into the model.

The objectives are grouped into four phases which comprise Individual Effectiveness. These phases are considered interdependent and interactive. We have defined the four phases as:

I. SELF AWARENESS

   A. INDIVIDUAL AWARENESS objectives stress knowing and being aware of aspects of self which are considered important for personal effectiveness.

   B. INDIVIDUAL ORIENTATION/ATTITUDES are enduring, learned predispositions to behave in a consistent way and the objectives specify attitudinal dimensions considered important for personal effectiveness.

C. INDIVIDUAL SELECTIVE ORIENTATION/VALUING wherein worth is ascribed to particular aspects of self and self-in-situations.

II. SOCIAL AWARENESS objectives stress understanding how to apply what is known about self in various social roles.

III. SOCIAL PLANNING objectives represent the application of values in career planning. Choosing a plan for implementing one's career goal is a value judgment made after considering the range of alternatives, the likelihood of achieving various alternatives and the potential usefulness and satisfaction to be derived from the various alternatives.

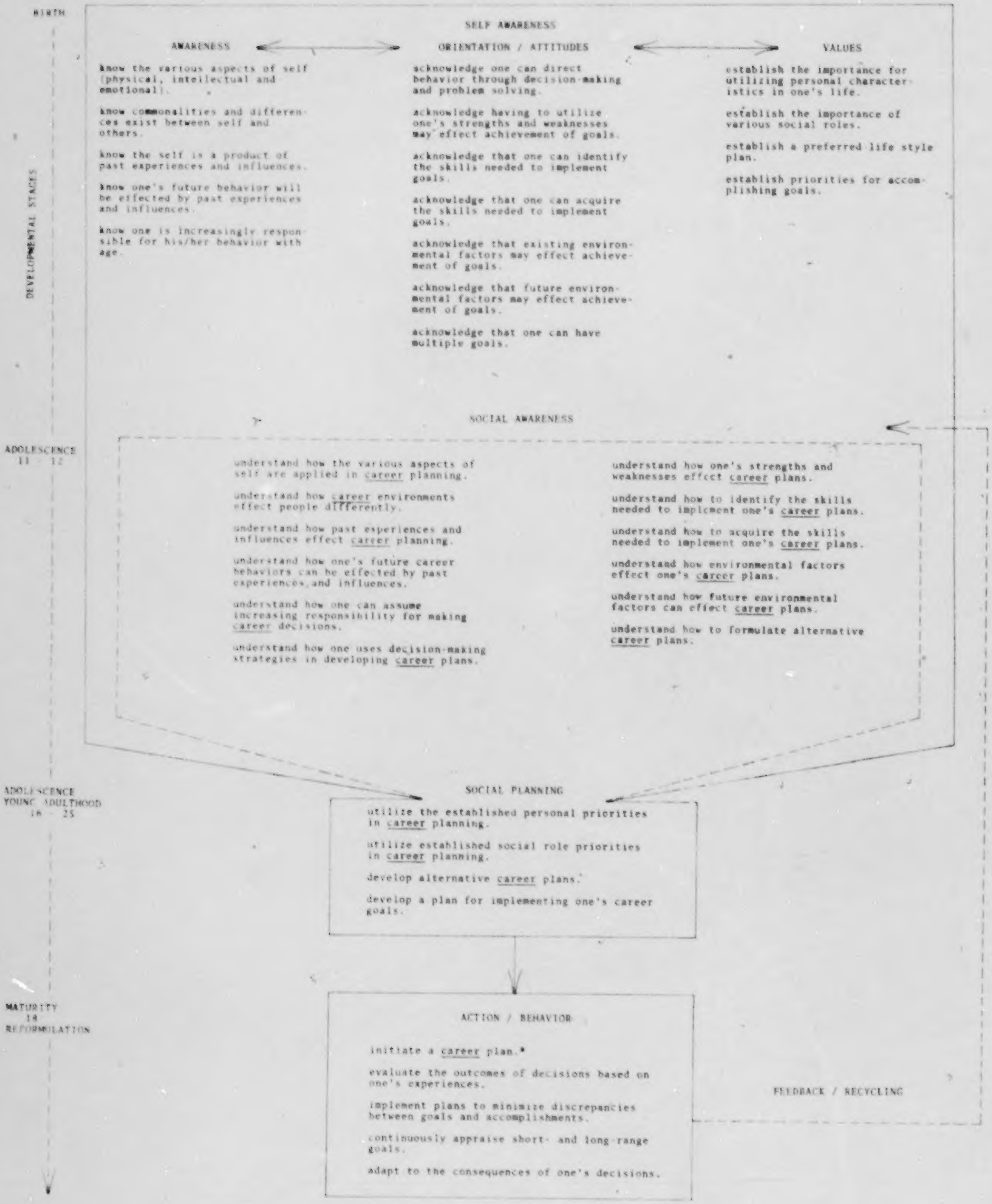
IV. ACTION/BEHAVIOR objectives represent the carrying out of the learning and planning which has taken place. The first objective, initiating a career plan, would include several specific behaviors. The remaining objectives are evaluation and feedback objectives.

SELF AWARENESS competencies can be achieved earlier in a person's development than the SOCIAL AWARENESS competencies. Self Awareness and Attitudes towards self are likely formed even prior to language development. Therefore almost from birth these dimensions can become competencies or incompetencies. The goal of planned intervention (education) is to insure these become competencies.

SOCIAL AWARENESS and SOCIAL PLANNING would require the individual be able to cognitively perceive abstractions (Piaget's formal relation stage beginning at approximately age 12) and understand simple relations which according to Perry is unlikely to occur prior to middle school years (ages 11-13). Planning one's future occurs after the individual is aware of self-in-a-future-society which happens at adolescence. The age continuum depicted on the left of the diagrm depicts the earliest developmental age that particular competency can be achieved. It is important to note that an individual can/may have to repeat the process more than once.

WISCONSIN CAREER EDUCATION PLANNING MODEL

INDIVIDUAL EFFECTIVENESS



SELF AWARENESS

AWARENESS

know the various aspects of self (physical, intellectual and emotional).

know commonalities and differences exist between self and others.

know the self is a product of past experiences and influences.

know one's future behavior will be effected by past experiences and influences.

know one is increasingly responsible for his/her behavior with age.

ORIENTATION / ATTITUDES

acknowledge one can direct behavior through decision-making and problem solving.

acknowledge having to utilize one's strengths and weaknesses may effect achievement of goals.

acknowledge that one can identify the skills needed to implement goals.

acknowledge that one can acquire the skills needed to implement goals.

acknowledge that existing environmental factors may effect achievement of goals.

acknowledge that future environmental factors may effect achievement of goals.

acknowledge that one can have multiple goals.

VALUES

establish the importance for utilizing personal characteristics in one's life.

establish the importance of various social roles.

establish a preferred life style plan.

establish priorities for accomplishing goals.

SOCIAL AWARENESS

understand how the various aspects of self are applied in career planning.

understand how career environments effect people differently.

understand how past experiences and influences effect career planning.

understand how one's future career behaviors can be effected by past experiences and influences.

understand how one can assume increasing responsibility for making career decisions.

understand how one uses decision-making strategies in developing career plans.

understand how one's strengths and weaknesses effect career plans.

understand how to identify the skills needed to implement one's career plans.

understand how to acquire the skills needed to implement one's career plans.

understand how environmental factors effect one's career plans.

understand how future environmental factors can effect career plans.

understand how to formulate alternative career plans.

SOCIAL PLANNING

utilize the established personal priorities in career planning.

utilize established social role priorities in career planning.

develop alternative career plans.

develop a plan for implementing one's career goals.

ACTION / BEHAVIOR

initiate a career plan.*

evaluate the outcomes of decisions based on one's experiences.

implement plans to minimize discrepancies between goals and accomplishments.

continuously appraise short- and long-range goals.

adapt to the consequences of one's decisions.

*Examples of skills needed to effectively initiate and carry out a career plan are listed below.

Examples of skills needed to initiate and carry out the occupational aspects of a career plan include:

performing the skills necessary to engage in a satisfying occupation

applying job seeking skills (e.g., locating positions, resumé preparation, application letter and job interviews)

understanding the role of business, industry, organized labor and government and their effect upon the conditions and compensations of employment

identifying mental and physical health hazards and benefits associated with one's preferred occupation

using safe working procedures

establishing effective interpersonal relationships with co-workers, superiors and subordinates

using appropriate criteria for evaluating one's job performance

Examples of skills needed to carry out broader aspects of a career plan:

making continuous and contiguous educational and vocational decisions

committing oneself to undertaking and persevering in personal and environmental exploration

acquiring an accurate and current understanding of one's needs, interests and abilities

restructuring the environment to help oneself engage in desirable behaviors

APPENDIX II

WORKSHOP RESOURCE PACKET
APPLYING PRINCIPLES OF CHANGE

Principles of Change

The sources of resistance within persons and within institutions can be summarized in some concise principles. These are not absolute laws but are based on generalizations which are usually true and likely to be pertinent.

A. Who brings the change?

1. Resistance will be less if administrators, teachers, Board members and community leaders feel that the project is their own not one devised and operated by outsiders.
2. Resistance will be less if the project clearly has whole hearted support from top officials of the system.

B. What kind of change?

3. Resistance will be less if participants see the change as reducing rather than increasing their present burdens.
4. Resistance will be less if the project accords with values and ideals which have long been acknowledged by participants.
5. Resistance will be less if the program offers the kind of new experience which interests participants.
6. Resistance will be less if participants feel that their autonomy and their security is not threatened.

C. Procedures in instituting change.

7. Resistance will be less if participants have joined in diagnostic efforts leading them to agree on what the basic problem is and feel its importance.
8. Resistance will be less if the project is adopted by consensual group decision.
9. Resistance will be reduced if proponents are able to emphathize with opponents; to recongnize valid objections; and to take steps to relieve unnecessary fears.
10. Resistance will be reduced if it is recognized that innovations are likely to be misunderstood and misinterpreted, and if provision is made for feedback or perceptions of the project and for further clarification as needed.
11. Resistance will be reduced if participants experience acceptance, support, trust, and confidence in their relations with one another.
12. Resistance will be reduced if participants are helped to revise and reconsider after experience indicates that changes would be desirable.

D. Climate for change.

13. Readiness for change gradually becomes a characteristic of certain individuals, groups, organizations and civilizations. They no longer look nostalgically at a Golden Age in the past, but anticipate their Utopia in days to come. The spontaneity of youth is cherished and innovatic are protected until they have had a chance to establish their worth. The ideal is more and more seen as possible.

Implementing

When we look at the implementation process from the standpoint of the knowledges, sensitivities and skills required by an implementing agent, the simple change sequence of unfreezing, movement and refreezing can be usefully expanded into a more complex set of phases. Eight phases are recognized here.

1. Diagnosis of the problem/goal of the client system -- what is the trouble and what seems to be causing the trouble?
2. Assessment of the motivation and capacity of the client system to change itself -- what are the readinesses and resistances to various possibilities of change within the client system? Is there awareness of the need for change? Is it permissible to look at the central problems? Is there a feeling that change will be rewarding? Is there any anxiety about staying in the present position?
3. Assessment of the motivations and resources of the implementing agent -- why does the change agent want to help the client, and what are the practical ethical, psychological, sociological and other limits of his ability to give help to a particular client system?
4. Establishing and maintaining a working relationship with the client system -- how to get a mutually acceptable and commonly understood picture of the responsibilities of the implementing agent and of the client in the client's efforts to solve its (or his) own problem?
5. Choosing the appropriate role -- shall the implementing agent mediate or counsel? Demonstrate or encourage? Represent some wider reality to the client system or support the client in its or his peculiar view of reality?
6. Selecting appropriate change objectives and targets -- of all the possibilities of change, which are most important and within the power of the client to accomplish and what is, all things considered, the best first step to take in an experimental attempt to change?
7. Provide support and encouragement for changed behavior -- what are the rewards for new responses? Provide opportunities to practice new responses. Remove rewards for old responses. Is the change consistent with organization standards?
8. Termination (or new continuity) of helping relationship -- when and how does the implementing agent pull out and leave the client on his own?

These are phases, not chronological steps or stages, of a helping process. Phase 1, 2, 3, for example, may come up again and again for reconsideration during a process of consultation, supervision or training. And so with all the others, except perhaps Phase 8, the termination of the relationship.

PROBLEM/GOAL ANALYSIS QUESTIONNAIRE

PART I. Problem/goal specification

Think about a problem that is significant in your back-home situations. Respond to each item as fully as needed so that another participant will be able to understand the problem.

1. I understand the problem/goal to be specifically that. . .

2. The following people with whom I must deal are involved in the problem/ goal.

Their status of involvement is ....

They relate to me and to the problem/goal in the following manner:

PART I Continued

3. I consider these other factors to be relevant to the problem/goal:

4. I would choose the following aspect of the problem/goal to be changed if it were in my power to do so (choose only one aspect):

PART II: Thrusting and Counter-Thrusting Forces

5. If I consider the present status of the problem/goal to be a temporary balance of opposing forces, the following would be on my list of forces providing thrust toward change:

_____ a. ______________________________

_____ b. ______________________________

_____ c. ______________________________

_____ d. ______________________________

_____ e. ______________________________

_____ f. ______________________________

_____ g. ______________________________

_____ h. ______________________________

6. The following would be on my list of forces in counter-thrust to change:

_____ a. ______________________________

_____ b. ______________________________

_____ c. ______________________________

_____ d. ______________________________

_____ e. ______________________________

_____ f. ______________________________

_____ g. ______________________________

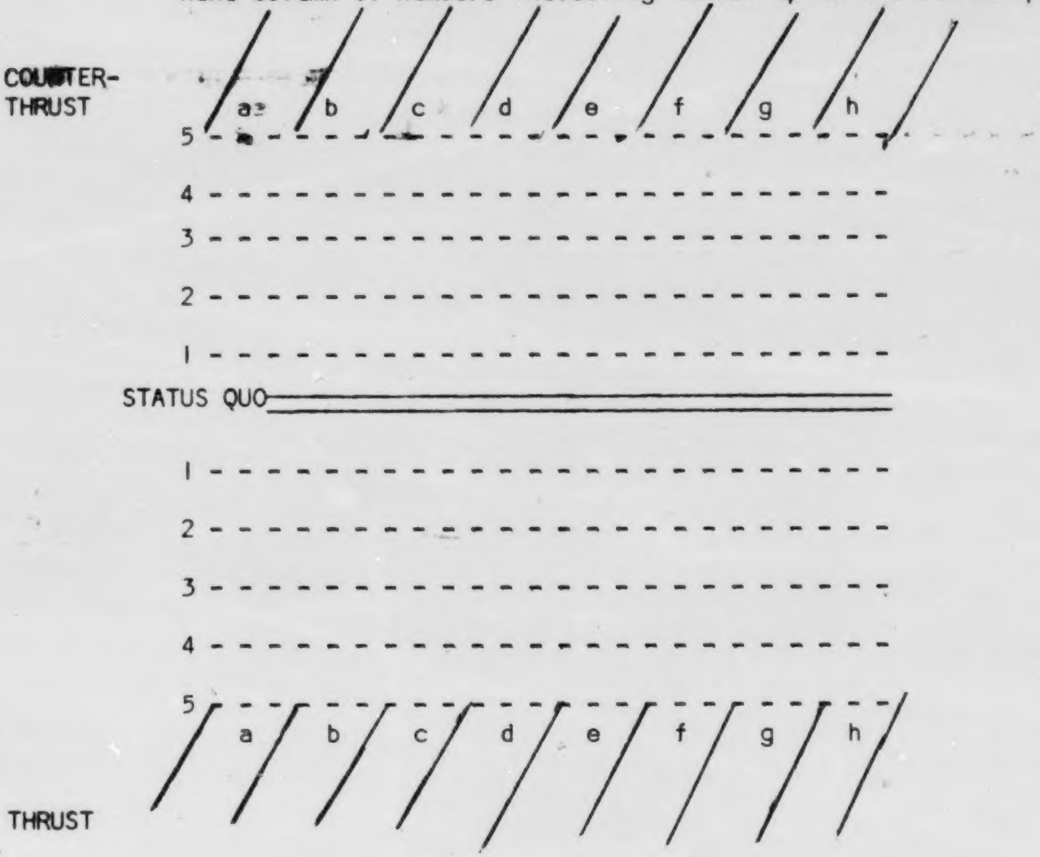
_____ h. ______________________________

7. In the spaces to the left of the letters in item 5, quantify the forces on a range from one to five in the following manner:
   1 - it has almost nothing to do with the thrust toward change in the problem/goal
   2 - It has relatively little to do with the thrust toward change in the problem/goal
   3 - It is of moderate importance in the thrust toward change in the problem/goal
   4 - It is an important factor in the thrust toward change in the problem/goal
   5 - It is a major factor in the thrust toward change in the problem/goal.

PART II Continued

8. fill in the spaces in front of the letters in item 6 to quantify the forces in counter-thrust to change.

9. Diagram the forces of the thrust and counter-thrust quantified in question 7 by drawing an arrow from the corresponding degree of force to the status quo line. For example, if you considered the first on your list of forces in item 5 to be rated a 3, draw your arrow from the 3 position in the left hand column of numbers indicating thrust up to the status quo line.



PART III: Strategy for changing the Status Quo

Detail a strategy for decreasing two or more counter-thrust elements from your list from item 6.

APPENDIX III

WORKSHOP RESOURCE PACKET

CASE STUDIES

Enclosed are representative case materials excerpted from interviews and cumulative folders of students who have participated in the Research and Guidance Laboratory program at the University of Wisconsin - Madison. Summary and conclusion sections of the studies are preceded by individual data arranged in chronological order across phases of the University of Wisconsin Career Education Planning Model.

TABLE OF CONTENTS

(Arranged in order of their placement in this packet)

Section

I. TWENTY QUESTIONS ABOUT A CASE STUDY

II. THE CASE OF JOHN

III. THE CASE OF SHARON

IV. THE CASE OF RON

V. THE CASE OF MARY

TWENTY QUESTIONS ABOUT A CASE STUDY

The following questions may be used in the evaluation of a case study written by another person or of one you have written. They may also be used as a checklist in deciding whether you have the materials you need and have done enough thinking about them before you begin to write your case study. None of the questions should be answered with only one word. Some statement should be given of how the reader arrived at an answer for each question.

1. Are there any serious omissions in the data? You have to decide what you consider a serious omission.

2. Was more than one method employed in the collection of the data? Obviously if the case report consists of only a series of interviews it will be inadequate, since it cannot provide information about the behavior of the subject when he is not in the presence of the investigator. In a good case study, you expect to find evidence of the use of tests, personal documents, behavior descriptions, interviews, and other techniques employed in the study of persons.

3. Has more than one school of thought been considered in the interpretation of the data? You must be familiar with the many possible interpretations. Most statements in a case study are based on the school of thought espoused by the writer, but in a good study the writer will have suggested other possible interpretations. You will seldom find that this has been done.

4. Are the sources of all data specified? The author of the case study owes his reader a clear description of the sources from which his information was collected, knowledge of when it was obtained, and the technique employed in obtaining it. It is not necessary to be explicit about the source of the information contained in every sentence, but it should always be made clear to the reader whether the data were obtained directly from the subject or from a secondary source.

5. Have independent judgments been made by use of tests, judges, and those who provided behavior descriptions? The emphasis here is on the word independent. There is, of course, some merit in a summary behavior description compiled after the result of discussion of several observers, but it will usually be well to obtain uncontaminated and separate judgments from several individuals who have observed the subject in different situations. These may be pooled later, but a pooling obtained from several independent judgments is likely to present a more valid picture than one judgment made in collaboration.

6. Have reference points for statistics been given? As indicated in previous discussion, numbers without some basis for comparison may be misleading.

7. Has consideration been given to the possibility of deception by the subject? For many reasons, people do not always tell the truth. The need for verification of reports obtained from secondary sources is particularly important, but subjects may deceive an interviewer unless he makes special efforts to check the veracity of statements. Unverified data may lead to faulty interpretations.

8. Is the cultural situation given in enough detail? The reader will have to define the word enough. If he finds insufficient information about the community in which the subject lives, inadequate data about the situations met, or paucity of accounts of experiences encountered, he must answer this quesiton in the negative.

9. Is the description of the family situation presented? Particular attention should be paid to the presentation of information about both parents and the need for a description of the atmosphere of the home, as well as a statement about economic circumstances.

10. Is the developmental story told as far as it is relevant? In some case studies it will be desirable to have a record of events in early childhood; in others that period may be so far removed that the events cannot be recalled with validity. In each case the reader will have to decide whether the record is long enough to indicate the main influence on the subject's development. Every case study does not require an elaborate description of early infancy.

11. Has adequate attention been given to current trends of behavior? In this, the above, and the following question, the reader will consider the danger of stressing one period of a person's life without giving enough attention to the past and, perhaps, the future. Although the developmental trends are most important, it is essential that current behavior and performances be reported and that some attention be given to the subject's aspirations and plans for the period ahead.

12. Are future plans given enough consideration?

13. Are data presented as evidence when predictions are made? The making of predictions is a hazardous procedure, even when the case record seems to be quite complete. If, however, they are attempted, the writer should make very clear the bases on which they were made.

14. Has due care been exercised in the interpretation of the motivation of the subject? Earlier in this volume it was indicated that making interpretations of the subject's behavior is a very difficult undertaking. Has the case writer indicated that full consideration has been given to this matter?

15. Are concrete illustrations of general categories presented? Every category that the writer uses for the classification of his subject should be followed or preceded by specific reports of the behavior on which the categorization was made.

16. Have censorial terms been avoided? If the case study writer makes judgments about the subject and describes him with terms such as poor, careless, irresponsible, bad, or lazy, he is name-calling rather than presenting information about the subject's behavior. If he quotes others who use such terms, he must make it clear that they are quotations.

17. Is the writing good? The judgment here will not be solely in terms of grammatical construction and mechanics of language; the reader will look for continuity and coherence. He will probably judge this best by deciding whether he wanted to continue reading the case study. If it does not hold his interest, the writing is probably not good.

18. Has maximum brevity been sought? The presence of extreme wordiness, unnecessary repetitions, and data for which no reason is given or of which no use is made suggests that the answer to this question would be negative.

19. Does the opening paragraph set the tone for the study? The opening statements must be such that the reader wants to learn more about the subject of the case study.

20. Do you feel that you really know the person when you have finished reading the case study? If the answer to this question is, "No" (and it must always be so in the current knowledge about writing case studies) the reader should think of ways he would secure more information to help in understanding the subject. And if, for example, he says that he would like to interview the person, he should indicate clearly what he thinks an interview will add to real knowledge of the person. It is not enough to answer this question "No." Constructive suggestions should follow.

THE CASE OF JOHN

CASE OF JOHN

AWARENESS - SELF

Ninth Grade

"There are several forces that don't come from other people, but from inside me. My natural curiosity is one of these factors, and my powerful imagination is another."

Tenth Grade

"My future as I can see it lies in the field of science."

"During my early school years and up to and through this year, I have found my schoolwork to be very interesting to me and very easy. I have never encountered any school subject that left me behind for any period of time."

"My parents would not be disappointed if I didn't go on to college, but I would be."

Eleventh Grade

"Adulthood is attained when the person in mind is mature enough to be responsible for his own actions and ready and willing to stand beside what he or she has done."

The combination of teaching, doing chemical research, and consulting with industry attracts him more than the limited aspects of one of the three areas.

"I'd like to work with people through chemistry."

Twelfth Grade

"These experiences at the Laboratory have been very valuable to me. They have presented to me many new ideas and helped me immensely in forming my final decision concerning a career. When I reach this decision, I am sure that the effect the Guidance Laboratory has had on me will play a large part in the direction and course that I take."

"I have enjoyed high school, but I am anxious to get on to college."

Diversity of activity seems to be an important consideration when he thinks about a possible occupational choice.

Although competitive athletics are satisfying now, he doesn't plan to enter inter-collegiate athletics.

In relation to study skills when starting college, "Mine were atrocious, but I was able to study when the need arose."

10 Year Follow-Up

"My experience or internship (1971-72) demonstrated to me the invaluable nature of quality counseling, as I had a superb relation with my intern supervisor. His support, criticism, and concern have shaped my career direction in ways that I am sure will have the longest term results."

"My work is extremely satisfying, challenging, and provides the opportunity for continuing learning and development."

"I feel I am flexible and adaptable, both of which are very necessary in my work."

Questionnaires*

"I think at any rate that the most significant factor for me has been encounters with personal models of involved lives--people who have exhibited both intellectual and personal-ethical commitments in integrated and sustaining and joyful life patterns."

"I also feel a strong need to strengthen myself in areas of counseling and pastoral care skills, but finding time is difficult."

"I have a feeling of lost time intellectually, as if I have really just matured or at least have entered mental puberty. I would have taken greater care in my selection of studies and greater care in my style of studies."

"I had a sense of being among the more intelligent of my classmates."

AWARENESS - SOCIAL

Ninth Grade

"My family have certainly done a great deal in directing my future. My teachers have also influenced me to a certain degree."

---

*John was interviewed 13 years after high school graduation and completed follow-up questionnaires 1, 2, 3, 4, 5, 6, & 10 years after his graduation.

"From my experiences with friends I have learned to choose my real friends carefully."

"Sometimes a book can make me change my whole opinion on a subject. My job has also changed and made me a more thrifty boy. Last, but certainly not the least the church has made me a better person."

Tenth Grade

"Some students resent you if you seem to work hard but this doesn't phase me."

In comparison to other students in college in terms of high school preparation: "I am as well prepared as some, better than others and not as well as a few. I feel that I wasted a lot of good opportunity in high school."

Questionnaires

"I think I am treated as a talented co-worker on a staff of talented co-workers, with my own special areas of interests and concerns. I may be seen as the 'most intellectual' of the staff in my interests."

AWARENESS - RESOURCES

10 Year Follow-Up

"I had comparatively little counseling other than the Superior Student Lab in Madison."

ORIENTATION - SELF

Ninth Grade

John plans to attend college after high school graduation. At this time he thinks his area of study will be zoology and oceanography.

Tenth Grade

He spends an estimated two hours per week on non-assigned readings and primarily selects science fiction or documentary type books.

Eleventh Grade

"I'm interested in studying chemistry and possibly atomic chemistry. I've heard that Wisconsin is good in chemistry and because of expenses I think I could afford to attend my state university."

Attendance at _______ University, to work for a Master's degree in chemistry would be his choice after completing an undergraduate major in chemistry. If possible he then would like to continue work for a doctorate in chemistry.

He has identified as most interesting to him vocations in chemistry, teaching at the university level, being an atomic chemist, or chemical engineering.

Twelfth Grade

"I like music but whether I could make a career in it is a horse of another color."

"I am intent on getting the most out of the entire college atmosphere--both academically and socially."

Questionnaire

What did you want to be? "When? 8th grade--a forest ranger; 9-12 grades--a chemist or maybe a musician . . . then theologian (college years--late)."

ORIENTATION - SOCIAL

On Laboratory experience: "Tests were very informative and talk with professor in chemistry was very helpful."

ORIENTATION - RESOURCES

Tenth Grade

At the present time John is seriously considering going to the United States Naval Academy. He has read a bulletin on the academy loaned to him by the school counselor and was rather well-informed on many of the details of admissions, curriculum, and obligations.

John plans to take preliminary steps toward admission (of U.S. Naval Academy) by contacting a Congressman next fall.

EXPLORATION - SELF

Twelfth Grade

"I must prepare. . . I shall be ready, 'should be the motto of today's youth.' Did I say should be? No. . . rather it must be. If it isn't and the youth of today do not prepare. . . If I do not prepare to face the challenges of the world tomorrow, we will surely lose control of it and drag ourselves down into the pit of oblivion."

First semester at U.________ changed from Chemistry to Humanities with a concentration on History.

"I was disgusted with the narrowness of the field of chemistry."

EXPLORATION - SOCIAL

Eleventh Grade

"I work in the local library as a page."

Twelfth Grade

In addition, John has read an outstanding selection of books from the list of recommended reading for college-bound students.

John had an opportunity to visit with Dr. Holt, professor of Chemistry and wrote that "It was a rewarding experience and answered many of my questions."

SELECTIVE FORMULATION - SELF

What I want to do after graduation: "I would like to go to the U. of_________ or _________ School of Theology in order that I may teach theology."

What choice of a vocation have you made: "Theology--teach on the university level."

"I will teach systematic theology or philosophy of religion (depending upon the nature of the school) in some institution of higher learning."

Relationship between high school counseling and current status: "I was made aware of certain underlying interests in the humanities which I hadn't previously considered. These eventually became my dominant interests after I made plans for a career in chemistry."

10 Year Follow-Up

"I would like to be teaching in a seminary or divinity school as I feel my greatest abilities lie in this path."

Questionnaire

Career as an occupation or a way of life: "Mine is surely a way of life. It is a dimension of my self-identity, though not the sole shaper of my identity. I have felt that I have been able to shape my career to fit my personal style."

"I wish to open for myself some fields of work where I might have a freer hand for control and suggestion."

SELECTIVE FORMULATION - SOCIAL

10 Year Follow-Up

Why did you choose the job you now have?: "Combination of personal planning and fortuitous circumstances (good experiences in working in the church over the past eighteen months); personal support by pastoral supervisors very important."

Questionnaire

"There are areas of work in which I would like to forge ahead, but which are not available to me (due to the processes of working on a large staff)."

"The most significant figure in my career development may have been the supervisor of my post-seminary internship."

SELECTIVE FORMULATION - RESOURCES

Twelfth Grade

John has availed himself to information about student loans and freshmen scholarships while at the Laboratory.

ACTION - SELF

10 Year Follow-Up

Training in the future: "Doctorate in systematic theology/further clinical pastoral education to aid in counseling (I would like to teach but maintain a pastoral role)."

Questionnaire

"I have been considering a career in the teaching ministry of the church, which would mean further education in theology."

What I will be doing 5 years from now: "I will be involved in the pastoral ministry of my church, though undoubtedly not at this location. The time is fast coming when I will be moving (this is normal in our church), though I do not know where. I hope to be doing some writing by that time."

ACTION - SOCIAL

Leadership positions and honors: "Secretary Henry Rust House, Vice President Phi Eta Sigma."

Student Roles: "President, Henry Rust House, Acting President--Phi Eta Sigma."

"Acquisitions person for the ________ School of Theology at _______ Library. I order and partially process library materials for the seminary library."

Test Summary:

In Laboratory program from 1960-1963

TEST

School & College Ability Test	Form	Grade	Percentile	Norms
Verbal	2A	9	96-99+	
Quantitative			99+	9th Graders
Total			99+	
Differential Aptitude Test				
Abstract Reasoning				
Verbal Reasoning		10	97	10th Boys
Numerical Ability				
Davis Reading Test				
Level of Comprehension	1A	10	96	11th Graders
Speed of Comprehension	1A	10	97	11th Graders
Watson-Glaser Critical Thinking	AM	11	99+	High School
STEP Science	2A	9	98-99+	9th Graders
Terman Concept Mastery	T	12	Raw Score 100	Lab Average 60-69
WITS-Quantitative			43 Correct of 50	Norms Not Available

SUMMARY AND CONCLUSIONS

John is a minister at the _______________ Church in _______, Wisconsin. He is characterized by himself and his colleagues as the "intellectual" on the staff. Most philosophical and theological questions are brought to him. He is also the advisor for the youth and university students. He views himself stronger as a teacher and is considering moving in favor of his present position in the next two or three years. What is extremely important to John is maintaining a breath of intellectual and people oriented activities. This is a concern we will see often in his life. He is thinking of getting a Ph.D. in systematic theology.

John sees himself as basically satisfied in his field. He believes he is building himself a solid foundation in theology and counseling. He seems to consistently maintain an awareness of his own commitment to his profession. He is realistic about options and doesn't imply that he must stay with his field of choice because it's too late. He gives a sense of free choice in remaining a minister. In his own words, "There are no other options I want." John is in a field by deliberate choice and not circumstance.

He is his own critic in his work. He feels most comfortable with intellectual issues. He sees some "defects" for himself in counseling. He feels he has become much more sensitive to his parishners and feels good about his progress in this area.

He describes his interests as "Catholic" and a variety of broad based interests. He reads broadly but tends to be reading several different things at once and often does not complete any one area in detail. His thinking about problems is in a broad perspective. He views himself as a "contextual thinker"--he is interested in how things relate. His interest is in common theme rather than specific compartmentalized ideas. He makes use of imagery. Many of the ways he thinks about the church and other areas is in images. Also, his sermons tend to be combined with poetic images. Use of imagery is something John demonstrated as a child as we will see later. His science background is evidenced in much of his thinking but it has taken on a distinctive quality. He is more interested in the culture of science rather than the gadgets. He is interested in how the scientist goes about his work. He wants to know the data, but I look for the larger interpretation. This interest in viewing things in a larger and usually more human related perspective is an important point to keep in mind when we discuss John's change from science to the humanities.

In discussing how he goes about doing his tasks, John admits he is not well organized. He tends to put things off and does things at the last minute--a trait from his public school days. As he states "he can be easily interrupted from his work." However, he always does get his job done--again a realization that his abilities are high and that he is confident of meeting challenges.

When talking about career choice in his life, John said, "I can't put my finger on a good sound hard line career choice. I can't recall reasons why I went to that school (________)." However, John feels that he has become much more self-accepting and has formed his own identity. He feels his life has become more deliberate in the sense that he is in control of much of what happens. He states "People don't make rational systematic choices--we have to have a certain amount of spontaneity." While allowing for spontaneity John definitely does not view himself as sitting back and letting things happen to him.

He views himself as happily married. His wife is a former graduate of the Research and Guidance Laboratory. He has thought considerably about how he would raise kids--but at this time they have not decided to begin their own family. John comes across as having a definite thought out value system. He views himself morally in the traditional Christian model where the final criteria is love of thy neighbor. He believes in applying what he teaches. Also, he doesn't perceive any major splits or paradoxes in his moral/value system. Interestingly he is least comfortable with the "very pious people" in the sense of those people who consistently use pious words. He is not comfortable with this style.

In his free time John enjoys activities such as reading, TV (old, violent movies), camping, cross-country skiing, canoeing, solitaire and "straightening things up."

In thinking about his future John states "It's open but frought with hazards." He is optimistic about the possibilities for himself and the world. He is optimistic as long as people are willing to do something and not believe that things will "just get better." He strongly believes the church has an important role in the future in helping to humanize the environment. He sees himself as actively participating in this as actively offering people a sense of hope and necessity for sharing. He sees his global perspective as offering realistic options and that he is willing to live a life-style that is consummate with his views on life.

The remainder of this study is to get some background on John leading up to what was described about his "present." This case study is based on the following:

1. Two personal interviews
2. Laboratory folder of grades 9-12
3. 1, 2, 3, 4, 5, 6, & 10 year follow-up questionnaires
4. Questionnaire by M.P. Sanborn sent in 1975.

Early Childhood

John remembers himself as very verbal as a child. He would hear jokes or stories and could remember and pass them on. Sometimes he would hear "dirty" jokes and repeat them for the family not understanding what he was saying. The family used to laugh about this and John did too, not knowing why but enjoying the attention.

He also had a very active imagination at this time--much of this seems to have left him as he entered junior high school. He would make up stories to himself "with connected ideas." He had vivid images of whatever he would make up. Sometimes he would talk himself to sleep. He didn't share these fantasies with others, he realized they were made up and private. There seems to be a more mature form of this same use of imagery in John today when he talks about using images to describe things and use of poetic imagery in his sermons.

His father would animately read the Sunday paper to the kids. John loved this. Father also taught John much about nature and appreciation of the environment. John recalls learning much from both his parents. His Mother lead artistic learnings and she would take the kids to museums, concerts and numerous other cultural events. This was quite rare in a small town like _________. In recalling his parents through his childhood and later years, he sees that they supported him and were always most concerned that John do or be whatever he wanted to. They would teach him and give him attention but he remembers being allowed a lot of freedom in his life. When it came time to choose a career or college John recalls that his parents wanted it to be his choice. He remembers his father wanting him to go into chemistry but only if that was what John wanted. John got along very well with his siblings. His parents got along well also, and it was a very stable home environment. Also, he remembers his parents didn't overly praise him for his good grades and academic ability in school. He feels they cared but didn't give too much attention about this. John remembers that sometimes he would want more than was given.

Elementary School

John was always a top student. He was in the top reading groups. He was conscious of competing with others but recognized who the top kids were academically and only compared himself with them.

He remembers himself as curious. He read science quite a bit. He got interested in music and became part of the junior high school band. He enjoyed going to the junior high school for rehearsals with the older kids.

While in school he never regarded himself as an "egghead" nor does he believe his friends ever did. He would talk out of turn to answer questions. When teachers would ask a question he wouldn't get called on since it was assumed he knew the answer. Sometimes he would answer anyway. He wanted others to realize that he knew his stuff and he remembers some arrogance about his intellectual abilities. He hated to give the wrong answers. His favorite subject in those years was science and he remembers having a very bad handwriting.

He got along with other kids. His friends were based on neighborhood proximity. There was no distinction in choosing friends on the basis of intelligence at school. This did occur in his late high school years. He disliked being second in anything. Sometimes in sports he would become arrogant having to prove himself. He was not as interested in team sports as he was in individual sports.

Junior High School (7-9)

He already had exposure to the junior high school through band so the transition was not very difficult for him. He enjoyed the variety of changing teachers for each class. He did some reading on his own but it doesn't seem he had to work particularly hard to do well. Projects and assignments were done at the last minute-but successfully.

Socially he was on the boundary of the popular group in grades 7-8 he was not in the inner circle. In 9th grade he was elected President of the Student Council. John remembers himself as more of a loner in 9th grade.

The vivid childhood imagination doesn't seem very evident anymore at this time in the same way. Sexual fantasies were the predominant part of his imagination during those years.

High School 9-12 (mostly 10-12)

John was very active in high school. Among his activities were President of the Student Council, Debate, National Honor Society, football, swimming, and playing the French Horn in the band. The hobby he most remembers is stamp collecting which he continued through high school and still has this collection. Most of his reading was for pleasure.

Socially, he had a steady girl. He was not in the inner core of the popularity group. He wanted to be in but only on his terms. He did not care for drinking and refused to succumb to the peer pressure on this issue. He spent most of his time with his girl friend. Remembers tinges of loneliness during these years.

His favorite subjects were science and math. He most favored science--especially chemistry and physics. He remembers the most interesting things were going on in the science classes and that the most stimulating teachers were in science. He particularly recalls an excellent chemistry teacher and credits this role model of this teacher as a factor in starting his own college career in chemistry. The influence of role models has been important to John throughout his life and seems to have impact in his career thinking. We will see again the influence of role models in his college and seminary years.

English, French and history were his least favorite subjects. He recalls there was no imagination in teaching these classes and so he was not enthusiastic about these subjects. In general the classes in high school were not challenging and he didn't have to work very hard to do well. His study habits at this time needed little attention since it was so easy.

John recalls his high school years as pretty narrow in terms of thinking about careers or thinking about his own interests. He seems not to have been too aware of some of his budding humanistic interests and did little to explore them at this time. He remembers simply being tracked into science and math because he was always strong in these areas. The guidance department did nothing for him in helping him explore career opportunities other than science. He "decided" to enter chemistry with little thought other than the fact that he was good in this area and chemistry was a status field to enter. Also, since science was most interesting in high school, he assumed it would be the same for college.

In thinking about college, the choices he considered were the U.S. Naval Academy and __________ for chemistry. He chose ________because he had some exposure to it from the Lab program and _______ had a good science department.

He received the following scholarships from high school:

Henry Vilas
Cooperative Appointment
National Honor Society

Laboratory Experience

John was selected for the Lab in his 9th grade year. When asked why he was selected for the program he replied because of good grades, high test scores and that he was active in student activities.

John seemed to be aware of his high intellectual ability from way back in elementary school. In high school he had a clear sense of being among the more intellectual. This group formed a unique camaraderie and in his words, "We were highly skilled and inventive hell-raisers."

John enjoyed his participation in the Lab. What he most recalls as influential was simply exposure to Madison campus--which helped in his decision to attend U._________. Also, the Lab got him to think more about himself. In his senior student report John wrote that the Lab was helpful in presenting many new ideas and helping him form his final decision concerning a career. He did not specify more than this and presently he doesn't remember how the Lab at the time was very instrumental in his career choice.

Some comments made by his 9th grade teachers are telling of how he was viewed:

English/Journalism - very capable. Inclined to procrastinate at times and to rely on the ease and quickness with which he can work.

Social Studies - An excellent, sharp mind. Tremendous potential. Things come almost too easy for John.

Biology - Often becomes interested in things on his own and carries them out to satisfy his own curiosity.

Algebra - A lot of ability going to waste. If John ever finds a purpose in life, he will be a powerhouse.

French - John is a superior student, but seems to come by this without too much effort. He is inclined to be rather "lazy" and content to do what is required of him and stop there. --some type of reply in French which might be difficult--he can be rather "cocky."

Band - His initiative runs about parallel to the interest that he takes in a matter.

Phy. Ed. - He has the problem of not thinking before he acts in many cases.

The Laboratory reports on John seem to be uncanny indicators of things to come. It seems many of the diverse qualities about John were recognized here. While it was conceded that John would pursue the fields of chemistry and physics, John did express that he would like to explore other studies and activities such as humanities, particularly literature. The reports indicate that John had an unusually deep sense of personal meaning about his future and that whatever he would do would have to be very meaningful to him.

In the reports it was also stated, that while chemistry was his occupational choice, there were other possibilities that had not been considered thoroughly. His interest in literature, debating, music, and discussing social problems suggested several areas that had not been considered. A line in his senior Lab report is worth quoting, "Clergyman has been suggested by others, but John has discarded the idea."

When asked what effect the Lab had on his career John answered that it may only have helped provide additional support for seeing himself as a superior student and that is acquainted him with a university campus.

From the Lab materials it seems John was becoming aware of himself in many areas, however, the only exploration he did was in the area of science. His interests in the humanities were showing but because of his "boredom" with humanities at school and little effort from guidance to think about areas other than science added to leaving things simply at the awareness stage. However, it seems that interests were coming out and that in short time--freshman year--other parts of John would bloom in his career thinking.

College & Seminary

Study habits had to change when he began college. In fear of a new surrounding he began thinking about having to study. The "radical" change occurred during first semester. John dropped chemistry as his major. He felt it was too narrow a field and it wasn't worth putting in all of his time and effort. He had no clear picture of what chemistry would be like after high school. He found that his interests were more towards people and there seemed to be so much more of interest in subjects he had not considered interesting before. He switched to general humanities and finished with a B.A. in history. It seems this decision was made completely from his own evaluation of what he wanted for himself and where his interests were headed. He was more interested in broad human contact and he began to think about which subjects would get him to this.

His college career was successful and his "most enjoyable years." He ended with about a 3.94 GPA out of 4.0. He was active in organizations and honor societies such as Phi Eta Sigma, Phi Kappa Phi, Phi Beta Kappa, and Iron Cross. His other activities were in religious organizations, intramural sports, and service organizations.

The college years seem to depict a rapidly expanding interest in people and intellectual pursuit of humanities. This interest in humanities and intellectual pursuit prompted John to attend the ________ School of Theology at ________ upon college graduation. He was feeling that theology offered a broad human perspective. To satisfy his intellectual desires, he a entered with the intention of eventually teaching theology.

In the seminary two very important things happened. John found that there was a split between the intellectuals (he counted himself in this group) and those that were "people oriented." It seemed the atmosphere was that you couldn't care about people and work with people and pursue an intellectual career at the same time. During his seminary internship he was supervised by a minister who exemplified the combination of intellect and service. This standout model helped bring together for John much of what he wanted in a life's work--intellectual pursuit and service to people. It seems that this experience more than any other single experience helped John choose the ministry as a vocation that would satisfy his own desires and hopes.

Present Thoughts on Career

When speaking about his life's vocation he states, "My work is extremely satisfying, challenging and provides the opportunity for continuing learning and development." Since high school John has been increasingly aware of his own high intellectual curiosity and broad interests. His thoughts politically and socially have evolved from more traditional to as he calls it "the left."

For John, the road to career has changed several times. In 8th grade he wanted to be a Forest Ranger, in high school a chemist with some thoughts to being a musician. Towards the end of college he decided to pursue theology. In recalling high school John states, "My education in the humanities was dismal. I missed (upon reflection) the most imaginative teachers in history and literature." Memories of high school counseling other than the trips to Madison: "I don't think there was any significant official counseling."

In reflecting about career development John writes, "I think, at any rate, that the most significant factor for me has been encounters with personal models of involved lives--people who have exhibited both intellectual and personal--ethical commitments in integrated and sustaining and joyful life patterns."

When talking about his vocation as a minister, he definitely sees it as a way of life and not an occupational role. He has much of his life vested in the ministry. As he says, about the ministry, "It is a dimension of my self-identity, though not the sole shaper of my identity. I feel that I have been able to shape my career to fit my personal life style." It appears that the style of life is most important to John.

John presently thinks much about his career. While he feels satisfied, he is thinking of how to improve himself and about further schooling in theology, perhaps to eventually do some teaching in the field.

THE CASE OF SHARON

CASE OF SHARON

AWARENESS - SELF

Ninth Grade

Sharon saw her father's having had two nervous breakdowns as something that made her and her family different from others.

Sharon reported that others would say that she was nice because they wanted it to get back to her. What they probably would have wanted to say, however, was that she was "different."

Sharon believed that both of her parents were in support of her being whatever she wanted to be when she got older.

At this point, Sharon already expressed a commitment to going to college.

Sharon felt at this time that she wanted a job in which she would help others--possibly the mentally retarded.

Sharon said that she was urged by her parents to join clubs and organizations so that she would be able to get out and meet people.

One of Sharon's three wishes at this point in time was for "a different personality." Her Lab counselor reported that what Sharon meant by this was that she would really like to see others as being more like herself rather than having to change herself to conform to their pattern.

Eleventh Grade

When asked what her friends would say about her, Sharon said that her best friend would say that she was nice and that she didn't know what the others would say.

Twelfth Grade

Sharon said that the Lab counselors helped her "see herself clearer (although she still had a great deal to learn)" and to talk about her feelings.

Interview Data*

Sharon said that she wasn't certain as to why she had been identified as a superior student as she had just moved to _______ and the teachers didn't know her. She supposed that it was from prior grades and standardized tests. She said that she had never felt like an exceptionally "gifted" or "talented" person. Her self-concept was as a "regular upper middle class person who was about in the upper ten percent and could get good grades." She said that while she felt smart enough she didn't perceive herself as "any big thing."

---

*Sharon was interviewed eight years after her graduation from high school.

Sharon said that she would have preferred having more friends to being smart. She said that she never felt accepted or part of a clique at ______ (particularly with the girls.) She had many dates and this seemed to make some of the girls resent her. Furthermore, as many of the other students wanted to be in the Superior Student Laboratory, that they felt jealous of her and this served to further estrange her from them. She said that she didn't see herself as much brighter than the other students at _____ --simply less narrow minded.

While Sharon didn't feel generally accepted at ______, she felt that she excelled at theatrical activities and derived a great deal of reinforcement (particularly satisfying her desire to be in the limelight) from this.

AWARENESS - SOCIAL

Ninth Grade

Sharon expressed an awareness that her father's mental illness made her family life different from other families.

Sharon reported that traveling (she did a great deal of this) had an influence upon her more than anything else. She said that "in traveling she met many different types of people with so many types of ideas, each in their own way different from everyone else."

At this point in time, she said that she was considering working with the mentally retarded as a career as she would be helping someone who needed it.

AWARENESS - RESOURCES

Ninth Grade

Sharon said that she would go to the school counselor if she needed any help with her problems.

Sharon wanted to know if the Superior Student Laboratory would be of any great help to her in the future.

Sharon asked her Laboratory counselor for information about scholarships to college.

Tenth Grade

Sharon asked her Laboratory counselor for information about scholarships to Eastern girls' schools.

ORIENTATION - SELF

Ninth Grade

Sharon said that she agreed with her parents' urging her to join clubs to meet people as after she left home, she would "have no one to hide behind in this world of people."

Sharon believed that her family's being different, the example set by her sister, her desire to be able to interact with others, her travel experiences, and her need to "respect the little people" all contributed to her decision at this time to pursue a career in which she would help others.

Tenth Grade

Sharon said that an advantage to being a superior student was that she would have a better chance of obtaining scholarships and good jobs; a disadvantage that she saw was the other student's disliking you because of it.

Eleventh Grade

In an essay, Sharon said that she believed that the right to make decisions should be a reward for showing maturity in your actions. She stated that one must learn to weigh the situation and then act accordingly. "If a person does this," she believed "he will feel proud of himself for doing the right thing and will make others hold a better image of him. As students in high school," she said, "most kids will occasionally or even often find it very difficult to do what they know is right, because their friends feel differently." She said that "friends are important! But isn't self-pride and the confidence that your parents and elders have in you just as important?"

Sharon said that she wasn't really sure at this time about her future career because she'd like to look into "all chances" and that she "keeps changing her mind." Some of her ideas were: dietician (because she loved cooking); lawyer (because it interested her); and school psychologist (because she would enjoy working in a school).

Twelfth Grade

Sharon said that at this point she was considering studying drama, home economics, and/or computer sciences in college. Her reasons were that she enjoyed drama, cooking, and sewing and felt that computer science was practical. She said that both her parents were in general support of her making her own vocational choice. She also indicated that "certain people" didn't feel like she was using her talents by studying drama.

Sharon felt that she wasn't ready at this time to make a definite vocational decision. She felt that it would be best for her to initially pursue a more general course of study and make a decision after that.

ORIENTATION - SOCIAL

Ninth Grade

In an essay, Sharon stated that people were the main forces on almost anyone's life and that she was no exception.

Sharon said that her older sister had influenced her a great deal as she had been able to accomplish academically and "still have time for extras." She said that she felt that this was important because if "all you do is study and try for real good grades, what are these grades going to do for you when you get out in a crowd and aren't able to talk to people about what you know." She said that she felt it was also important to have the ability to make friends with people.

Eleventh Grade

Sharon's three wishes at this time were for a full time scholarship at a neat school, to live somewhere other than ______ , and to have a halfway normal home life.

Sharon said that each person must first learn to put themselves in a position where their feelings will be held at some value.

In an essay, Sharon stated her belief that to get more freedom, you must demonstrate that you can handle it. She stressed the importance of looking at both sides carefully when making a decision. She said that "you will probably be guided by what you feel you must do and by your parents' beliefs." Sharon concluded that "by making the decision that they (your parents) would have wanted you to make and by acting with integrity, you will find that they will place more decisions in front of you, each a stepping stone to advancement."

ORIENTATION - RESOURCES

Tenth Grade

Sharon said that there wasn't anyone in her school that she could talk with about her plans and problems.

Eleventh Grade

Sharon said that there wasn't anyone in her school that she could talk with about her plans and problems.

Sharon felt that no matter how much she did that she couldn't make her mother proud of her. She also felt that her mother didn't "back her up."

Sharon said that her friend, Sharon was the only one who supported her. She felt that "the other kids never really took her in"--that no matter how hard she tried to improve or change her behavior, "she could never win."

Sharon found most of her classes boring and felt that she wasn't learning much.

The Laboratory arranged for Sharon to visit a speech class at the University. Sharon found this class to be stimulating.

Twelfth Grade

Sharon signed up to take the college entrance examinations.

Sharon requested that the Laboratory counselor provide assistance in the decision making process regarding a projected area of study in college.

The Laboratory arranged professor visits for Sharon with faculty in the drama and computer science departments. She said that the drama teacher encouraged her to explore different schools and the computer science teacher suggested initially taking a more general area of study in order to keep her options open.

Interview Data

Sharon said that in retrospect while Laboratory counselors did help her to open up, they usually stirred up a lot of feelings in her with no resolution, leaving her feeling upset. She felt that she simply did not have enough time to spend with Laboratory counselors for sufficient exploration of self.

Sharon felt that ______ didn't really follow up on the suggestions of the Laboratory.

Sharon said that she profitted greatly from the Laboratory's encouraging her to read more--that since her senior year in high school she has become an avid reader.

EXPLORATION - SELF

Ninth Grade

Sharon said that she would finish high school in three years if she could as she would be able to "get college over with sooner and be able to reach her goal."

Tenth Grade

Sharon said that she would finish high school in two years if she could as she preferred the kids in that class and was anxious to go to college.

When asked what classes that she would take, drop, etc., she had a clear organization and goal-related rationale behind her choices (i.e., "gym could be made up any other year"; "everyone should learn to type"; "she would prefer Spanish, French or German to Latin," etc.)

At this point, Sharon was considering becoming a teacher as "there was a demand for teachers and she could get a job."

When asked how her friends would describe her, Sharon said that each would describe her differently, "but Helen would say something nice." The qualities that she believed they liked about her were her loyalty and willingness to go along with activities."

Interview Data

Sharon said that she never did that well on Laboratory tests which made her feel that she wasn't "all that smart."

Sharon said that she doesn't really feel all that "different" anymore in a negative sense. She believes that in some ways people react to her differently than others (that she's not just any face in the crowd) but sees this as a positive thing and a manifestation of her own uniqueness. She believes that a possible reason for peoples' reactions to her is that she is "more honest than most and they aren't used to it."

EXPLORATION - SOCIAL

Ninth Grade

Sharon said that she would drop choir and physical education if she could as they were not necessary for college entrance.

Twelfth Grade

Sharon attended Badger Girls' State and a drama institute in Milwaukee (upon recommendation for the Laboratory).

EXPLORATION - RESOURCES

Twelfth Grade

Sharon felt that she would have profitted more from ______ High School if they offered accelerated courses for advanced students.

Sharon said that her high school extra-curricular activities (of which she participated in many) did not provide active enough involvement.

In evaluating her high school preparation for college, Sharon said that: 1) English courses would have been more helpful to her if the teachers had used a consistent method of teaching grammar; 2) that the same problem occurred in mathematics courses where the teachers switched from "regular to modern" (she felt adequately prepared, however, to pursue careers in these fields); 3) that the science department at _______ should have offered more laboratory work and that she wouldn't pursue a career in science as she didn't know enough; 4) that the lack of variety in her social studies courses caused her to lose interest in this area both in class and as a career choice; and 5) that she wouldn't pursue a career in foreign languages--she didn't think that she had learned anything in this area in high school.

Sharon reported having narrowed down her choice of colleges. She said that her mother and friend helped her in this decision.

Interview Data

Sharon said that in view of the job market, she opted for job security and chose a major in elementary education in college (   ). She also took a psychology major as she said that it was easy.

SELECTIVE FORMULATION - SELF

Twelfth Grade

Sharon said that after college she planned to work and eventually get married but "would like to keep up with the trends of her work in case of the possibility of needing to return to it."

Interview Data

Sharon said that in college, she specialized more in speech than theater as she excelled more in speech.

Sharon expressed that during high school and the beginning of college, she aimed to please; she often made herself miserable to make others happy. She said that she doesn't do that any more as she lost respect for herself by doing it. She believes that she has now learned to live more in accordance with her own standards (even when it involes risk taking), rather than always gearing her behavior towards social acceptance.

SELECTIVE FORMULATION - SOCIAL

Interview Data

Sharon said that in college (__________) her friends were theater people. Like her, however, they were not the hard-core elitist theater people. She found them to be more fun than others she met.

SELECTIVE FORMULATION - RESOURCES

Interview Data

Sharon said that the people or experiences which effected her learning to take risks and live her life more by her own standards were:

A) A relationship with a female college friend in which she made the transition from a "placating to an honest person." She first encountered resistance to her changes but eventually got support and remains friends with this woman to the present.

B) Several relationships with men in college where she felt purposeless if they didn't need her, lost respect for herself, and learend to like herself for other reasons.

C) A professor who behaved in a similar but much more extreme fashion than Sharon which helped her realize that she didn't want to be that type of person.

D) Her supervisor in her Master's program who gave her support and helped her to accept herself and her feelings and behave in accordance with them.

ACTION - SELF

Interview Data

Sharon said that she didn't pursue a theater career as: 1) it wasn't practical; 2) she didn't like the professors in the drama department at her college and didn't feel that she received enough support from them; 3) she felt that the amount of time that she would have to devote to being an actress would not permit her to have the type of life style that she wished; and 4) her exposure to drama at __________ and in the ___________ made her feel somewhat more like a little fish in a big sea than she had in high school.

Sharon said that she went to California after graduation and was unable to find employment. She discovered through that experience that "failure" was not such a terrible thing and has subsequently been more willing to take risks.

Sharon is presently an Intern Counselor in the ________Public School System. In assessing her present job satisfaction as it meets her life style expectancies: 1) Sharon feels competent and believes that this is an important feeling; 2) she derives great satisfaction from working with children; 3) she feels that in many ways she is more able to be honest as a counselor than in other jobs; 4) she dislikes the restraints put on the counselor role by other members of her particular school system; 5) she dislikes living in Kenosha and 6) she likes the flexibility of the counselor job in that one may be a counselor in many different settings.

Sharon believes that most jobs are interesting for a limited period of time, only. She said that she "doesn't have a devotion to one thing but to what feels good."

ACTION - SOCIAL

Interview Data

After returning from California, she took a job for one year at a day care center. She said that she basically enjoyed the job but became somewhat tired of it and decided to return to college to meet more of both her and her parents' status needs.

Sharon said that she plans on looking for a job next year in the _________ (her favorite cities) in a school system which defines the counselor's role more in accordance with her own perspective.

Sharon mentioned that she still loves acting and intends to continue it in community theater as a leisure activity.

ACTION - RESOURCES

Interview Data

Sharon said that she had decided to apply to graduate school in the Department of Counseling and Guidance at the University of _________ as: she had a psychology background; she had worked with children (and thought that she might want to be a school counselor); she liked school; she thought that there would be good job opportunities in this field; and she believed that she might have a reasonably good chance of being accepted to this particular department as some of the faculty knew her. In retrospect Sharon said that she believes that these were "all the wrong reasons" for initially pursuing this career.

Sharon said that she is now more willing to take risks to ensure that her life style needs are met. When asked what she would be doing five years from now, she said "something totally different--maybe running a plant store or greenhouse." She felt that this would be fun and she's always enjoyed working with and being around growing things. When asked what she would be doing in ten years, she said that she "probably would have a whole new dream to try out--something different from now or five years from now." She expressed that while she "now says" that she's not going back to graduate school, that she "knows in the back of her head that it's always a possibility."

SUMMARY AND CONCLUSIONS

Sharon T._______ is a twenty-five year old woman of mixed European and American Indian heritage. She is the youngest in a family of three; her brother is presently a psychologist and her sister Sandy, an elementary school teacher. Both parents are college educated (at the Master's degree level); at the time of Sharon's entrance into the Superior Student Laboratory at the University of Wisconsin-Madison, her mother was a guidance counselor and her father was employed by the ________________________ in ______, Wisconsin to which they had just recently moved.

______ was the last of a long series of places in which Sharon and her family lived. Among them were Florida, several towns in Nevada and Arizona, and Minnesota. This semitranscient existence served to enhance Sharon's appreciation of individual differences at an earlier age than most individuals acquire it. It also continually made her a newcomer who had to gain acceptance in pre-existing groups. In her early years, Sharon appeared to be well liked by her peers. Prior to her move to ______ , she experienced a complete lack of acceptance on the Indian reservation where her family lived as she was seen as a complete outsider. In _______, too, she was never really accepted--particularly by the girls. Her popularity with the boys, greater sophistication, being a newcomer in town, and being a member of the Superior Student Laboratory all contributed to feelings of jealousy and estrangement from her peers. She tried very hard to compensate for this and to do what she felt would help her gain acceptance, but she never really felt that she succeeded.

While she thought that she was bright enough, she did not view herself as "exceptional." Her greatest source of self-esteem came from her dramatic achievements in high school production. She both enjoyed acting and got her needs to be in the limelight fulfilled through it.

Sharon saw her mother as a strong, competent, and self-sufficient woman who everyone leaned on. She viewed her sister in a somewhat similar fashion but also as someone who was both professionally successful and socially skilled. Sharon had mixed feelings about her father and brother, both of whom experienced several mental breakdowns causing her to feel that she had an abnormal home life. In retrospect Sharon sees her father as having fought for a lifestyle with integrity while having to make compromises to support a family. Often failing to maintain this balance, he experienced extreme depressions with subsequent nervous breakdowns. In these he manifested bizarre behavior and thus required hospitalization. In recent years, Sharon said that her father was able to overcome his disabilities and make peace with himself. Furthermore, he served as a model for her and also encouraged her to stand up for her rights. All of the members of her family gave her support in pursuing a lifestyle of her choice.

Upon graduation from _______ High School Sharon attended __________ College where she majored in elementary education and psychology. She spent much time, however, participating in theatrical productions and her friends tended to be theater people (although not the "hard-core elitist" type.)

While Sharon primarily opted for job security, in choosing elementary education and psychology over drama, there were a number of other lifestyle related variables that influenced this decision as well and she was learning to take risks in other areas. As a result of a number of experiences, Sharon began to learn to "be her own person" and to stop "always trying to please everyone else at her own expense." Near the end of college, she began to have more honest relationships with people.

Following college she unsuccessfully attempted to find employment in California. This experience served to reinforce her willingness to take risks as she discovered that failure was not so terrible. When she returned, she secured employment as a teacher in a day care center where she remained for one year. While she enjoyed this job, for several reasons (such as increased status, greater job opportunities, etc., which she now views as "all the wrong reasons") she applied for and was accepted to the Master's program in counseling and guidance at the University of ________________ . While in this program, she had a reasonably meaningful relationship with her supervisor who she felt gave her a great deal of support; through this she learned to accept herself and her feelings more and to act in accordance with them.

She is presently an Intern Counselor in the ________School System. While she is reasonably happy with this job (as she feels competent at it and enjoys working with children) she has some major dissatisfactions: 1) she dislikes the role imposed upon her by school administrators which she considers superfluous to counseling and 2) she dislikes living in _______. She thus plans on seeking employment next year in the____________ in a school system or agency that defines the counselor role more in accordance with her own conceptions.

Furthermore, while Sharon presently enjoys counseling she believes that most jobs are only interesting for a limited period of time and has several other "dreams" that she would like to try out such as running a plant store or greenhouse. She no longer feels a need to take the option of job security or make only one career choice. She said that she does not have a "devotion to one thing or another--but a devotion to what feels good." She believes that she is constantly reprocessing; "just before finishing one thing there is a seed in her head of the next thing to come." She said that she always has a primary and secondary goal (which becomes the primary one when the first is accomplished.) She stated that her career was "achieving, growing, and finding out new things (both in general and about herself." "Changing jobs" she said "is often an easy way of doing this." She concluded by saying that it was important to her "to die knowing that she had lived--to have experienced and tried out new things and not feel cheated."

As to resolving the traditional problems inherent in being a woman in our culture, Sharon said that even if married she would pursue a career. Although, it has looked appealing to her at moments to have a great deal of free time to do whatever she wanted (refinishing the wood in the house, etc.) she feels that she would become bored with this after about four weeks. Sharon said that she no longer views one of her goals as getting married. She sees herself as "doing what she wants when she wants." While she feels that having a good relationship with a man would be nice, she no longer feels that it is necessary for her to have it in order to be happy. She said that she has adapted to a different style of life and believes that there are many other ways of getting her needs met, i.e., working with children rather than having them. Living in a more liberal milieu has contributed to many of her present values. In addition, the models set by virtually all the females in her family were of competent professional persons. The men in her family also gave her support for pursuing a career. Finally, in the jobs she has had the majority of her employers were competent women. Thus, many environmental factors seemed to contribute to Sharon's pursuing a non-traditional role.

In sum, I would view Sharon's vocational development as an adjunct to her personal-social one. The main struggle in Sharon's life seems to have been a conflict between conforming to fit the needs of others (with all that that entails) and leading her life with integrity (in accordance with her own standards.) The transition that she has made towards the latter has involved increasing honesty, risk-taking, ambiguity, tolerance and independence of judgment. It has led her to view the concept of career in a very general and flexible way.

I believe that the particular jobs and fields of study that she has pursued are largely coincidental. Her mother happened to be a counselor and seemed reasonably satisfied with her job so it appeared to be an option to Sharon. Her brother was a psychologist. Her sister was a teacher. In elementary school, she was the only child that could memorize lines so teachers selected her for school productions (including plays). Even her desire to have a greenhouse may have been influenced to some degree by the fact that her mother always had and loved plants and gardens. There are probably many occupations in which Sharon would be successful. Her present and past choices may have been largely due to exposure. With her open-minded attitude and an environment that is likely to unearth an array of possibilities, as Sharon, herself, stated, "who knows what she will be doing ten years from now."

CASE OF RON

AWARENESS - SELF

Tenth Grade

I am the kind of person everyone either likes or hates.

I have my own opinions about everything.

I don't know what you would call me, but whatever it is I have been called worse.

Twelfth Grade

As for what I will major in at the University, it is difficult to say. My education to this point has been so general that I can determine special aptitudes only by my special interests, and since my interests are very many and very diverse, crystall ball gazing is complicated.

AWARENESS - SOCIAL

Ninth Grade

Therefore I think people influence my life, as anyone else's much more than climate, terrain and all the other impersonal things.

We would be sitting at the table and I would give out with some childish, prejudice remark that would shock out of their shoes. They wouldn't get angry, but would just sit there quietly and ask me why. I could never think of a satisfactory answer so soon I gave up.

Eleventh Grade

I believe that teenagers should be treated like adults when they accept and fulfill the obligations and responsibilities as is expected of an adult.

AWARENESS - RESOURCES

Ninth Grade

If my father was the teacher of science, my mother taught me the social sciences.

Eleventh Grade

The thing which most decides when a child is mature is his environment. A parent cannot shield their child then suddenly when he is 21 shove him into the teeming masses and expect him to read by instinct and make a place for himself.

That then, is the role of the parent; giving a child that super delicate balance of liberty and restraint.

The school, neighborhood and church all have an influence.

ORIENTATION - SELF

Tenth Grade

I would like to go into research

I also intend to have money. Not so that I'm so rich I don't have to work, but enough so that I don't have to look at price tags.

Twelfth Grade

I don't know exactly why, but since I was old enough to pronounce "university" this has been the place I would go one day.

My primary interest is in mathematics. I love to observe the order and precision with which numbers work.

ORIENTATION - SOCIAL

Tenth Grade

Something where I would be able to do something for man that no one else has done. A man should leave something more on earth than bones.

Eleventh Grade

There are many influences then, too complex to be reasoned as an IBM machine, which cease to be as inferior and become a citizen of the human race.

ORIENTATION - RESOURCES

Twelfth Grade

In high school I got only three years of math.

EXPLORATION - SELF

Twelfth Grade

I have apprehensions about going too far out on a limb with mathematics when I don't really know that I am anymore proficient in that than anything else.

As to what will happen in the future, well 'que será será'.

EXPLORATION - SOCIAL

Twelfth Grade

In many ways math would be an ideal career for me.

Physics would also seem like an ideal career.

EXPLORATION - RESOURCES

Twelfth Grade

Nuclear physics seems particularly attractive, but still I have had very little formal schooling in the principles of nuclear physics.

I come from a small school and have taken every academic course offered, but I still have no deep background on any specific subject.

The Lab helped me to realize my own capabilities and how best to develop them.

SELECTIVE FORMULATION - SELF

First Year College

I don't feel I use my potential. I can't seem to convince myself it is worth it.

It's hard enough to predict tomorrow.

I found out it was easier to think than to memorize.

Third Year College

Head mourner for the stupidity of America.

Every event in my life relates to my 'present situation' and in ways far too subtle to be understood by me or thee, dear interviewer.

SELECTIVE FORMULATION - SOCIAL

First Year College

I don't have a terribly active social life. I do what I feel like doing. Usually social life is more conforming than relaxing for most people.

An education is necessary for making money.

Third Year College

I pity anyone who can plan more than a year in advance.

My entire high school career was centered around a rebellion against stupidity. I was completely negative because I had no exposure to ideas and values which I now consider basic. There was nothing I could believe in, all I could was rebel against what I did not believe in. I was something of a nihilist. What could have been stressed in my experience was wisdom as opposed to knowledge, though there was little enough of the latter.

SELECTIVE FORMULATION - RESOURCES

First Year College

My poor high school math education makes it improbable that I will be able to major in math.

I generally avoid organizations.

Perhaps if all your suggestions had been put into practice it would have changed things.

Fourth Year College

I don't tend to identify my accomplishments with college.

Doing nothing represented an alternative to the bureaucratic and/or narrow and/or corporate politics of the University by discussion and/or protest and/or obstruction.

ACTION - SELF

Present

I took the path of least resistance.

It was easy (philosophy).

ACTION - SOCIAL

Third Year College

You will recall how a few years ago I was quite obsessed with the idea of becoming independently wealthy. Well I found out one can be more independent without money than with it. I am now writing things I enjoy writing, doing art that I enjoy, and being with people I enjoy. And when I get enough money I will stop working and do other things I enjoy.

ACTION - RESOURCES

Present

I wish someone would give me a grant to study cosmology.

SUMMARY AND CONCLUSIONS

Society has created a long list to describe the gifted--bright, ingenious, creative, etc., and certainly Ron P.______ measures up well on all these criteria. As a corollary, it is hoped that the gifted posses an industriousness equivalent to their talents. Again it would seem that Ron, who has a Ph.D. in Philosophy from the University of _________, and is presently teaching there, has used his talents purposefully, to the maximum of his potential. Yet, Ron believes otherwise. He perceives himself as being lazy, very lazy. In fact if there are constants in Ron throughout his development it is his laziness and as he puts it, his "wise ass" way of relating to his environment. No matter how sacrosanct the subject, Ron has always tried to inject humor, sometimes caustically, into the situation.

As might be expected, Ron's parents initially had the greatest impact on his intellectual development. His dad a Soil Conservation Agent, exposed Ron to many ideas, particularly in math and science even before Ron entered school. There were projects which led Ron to grasp the principles behind the movement of sound waves, adding, subtracting and work with ratios. Consequently Ron feels that when he was in the first and second grades he was capable of doing work normally reserved for the fourth and fifth grade. "If my father was the teacher of science," Ron commented on his freshman essay, "my mother taught me the social sciences. She was the one who started me on a dime a week allowance when I was 5. It was she that gave me a spatula to eat with when I held my fork wrong." Although the____________ placed on a premium on learning, ironically, they became concerned when Ron was in high school that he was devoting too much of his time to staying in his room, reading. It's Ron's belief that they felt it was atypical behavior for an adolescent and it was robbing him of opportunities for development in other areas.

When Ron was in the second grade he suffered from a mild case of polio. He was bed ridden for six weeks but made an almost complete recovery. The only long term repercussion was its effect on his athletic ability. He was never very fast and to some extent this might be a residual effect. At the time it was pretty important to him. He admired and still does, those people who have exceptional athletic ability. In high school he was the manager and statistician for the basketball team and still remembers fondly the time he spent palling around with guys. According to Ron his desire might have stemmed from the tangible reward system in athletics. Its goals are very definable. Perhaps it can be traced to his illness and his motivation to overcome it. Or it can just be a case that his milieu was one in which athletics was coveted. Still, he has achieved proficiency in sports which do not demand speed. He is quite good in pool and golf and on a good day he can outshoot most people in basketball.

Elementary school provided Ron with some of the few cherished moments in his relationship with the educational system. While convalesing his "1st grade teacher came over every night after school to give me my lesson. That year, even with that handicap I got halfway through the second grade book!" His fourth grade teacher was also special. "She was a progressive teacher. She never went by the book. If the class wanted to know about the Solar System, she taught us about the Solar System. And when we finished we knew more about the Solar System than many freshmen I know now!" These comments were made when Ron was a freshman in high school.

Growing up in _________ , Wisconsin, a rural, isolated community was not a happy experience. One of the sharpist memories of junior high school was getting beat up fairly regularly. Ron was different, his intellectual interests were not similar to those of his peers and he felt that most of the time a lack of comradship. He lacked anyone his own age with whom he could relate. Even when he was younger he recognized it, as a "sterile, intellectual vacuum." The norm of the town was not to be different and little allowance was made for anyone who displayed eccentricies, even something as praiseworthy as intellectual ability. (To emphasize his point, Ron told me about a female student who he thinks was brighter than himself. He found out clandestinely that she had scored a 180 IQ compared to his 140. She was also ostracized, but unlike Ron she had the feistyness to fight off the subtle pressures to conform. Eventually she regressed to the mean, repressing any manifestation of her abilities, to the extent that anyone who did not know her before her metamorphosis, would characterize her as a typical product of __________high school.)

Ron admits that the entire burden for his being an outcast does not rest with the environment. The acetic criticisms meted out towards his surroundings coupled with a willingness to stick to unpopular principles often caused hostile reactions from his teachers and contemporaries. He was especially adept in pointing out inconsistencies in people's arguments. For example, he adamently took the position during the Cuban Missile Crisis that the United States had no moral or ethical justification for intimidating the Soviet Union while it had missiles in Turkey. He received a great deal of flax, felt isolated, but he would not compromise, in spite of the fact that others accused him of being a communist.

In many respects, Ron is still pooling for inconsistencies. An essence of philosophy is to examine fallacies and illogical statements in reasoning. Although the setting is dramatically different, the marrow of his behavior is essentially the same. The manner in which he communicates criticisms is not quite as belligerent as it once was; over the years it has become much mellower. However, presently he is sometimes bothered that people still take affront, especially outside his department, when he exposes ambiguities in their reasoning. He believes that they misconstrue his questioning as a personal attack. Ron has not completely reconciled his need to probe, with a style which would convey that he is not trying to belittle.

High school was somewhat of an improvement, but not much. This can be attributed according to Ron, to a social pecking order, rather than a change in values among any of the parties. As he explained, at __________ high school underclassmen were supposed to display unserving deference to older students. While he was a sophomore he was still frowned upon for the same attitudes and behaviors he had manifested earlier. There would be no respect just because someone was older. But during the last couple of years he shared in the respect that generally occurred to upperclassmen. Actually part of the respect he engendered were for reasons other than age. Students, particularly younger ones, enjoyed his antics. Perhaps they got a vicarious thrill in the way he could manipulate teachers and other authority figures by making them appear foolish. He was brighter than his instructors and had little trouble "putting one over" on them. One of his crowning achievements occurred when he was editor of the school newspaper. He wrote an editorial defending and encouraging the right to boo at football games - the logic being that if it is all right to cheer good plays, then it's all right to boo bad ones. Of course it was censored, but through a little chicanery and bluster he managed to get it printed.

Though Ron did participate in many extracurricular activities--band, class play, school paper, etc., he doesn't believe that any of them were of much value. The trouble with a small school is that participation is predicated on willingness to volunteer instead of ability. The pervasive lack of excellence which epitomized the school, was equally strong in extra-curricular activities.

During high school Ron's main interest academically was math and science and he disliked English and social studies. On his senior essay he commented, "I love to observe the order and precision with which numbers work. I can think of nothing more exhilarating and satisfying than solving a difficult math problem after hours of work. . . and of science: predictable and interesting." Conversely Ron mentioned that social studies was, "too general, nothing substantial," and that, "English and any language is not a basic science; it is man-made and the rules are too flexible." In retrospect Ron feels that there were other reasons why he was turned off to the humanities. He believes that the primary function of social studies was citizenship, the churning out of good, obedient citizens, and he rebelled against that mind set. In literature, with all due respect to Silas Marner, he was reading ridiculous and irrelevant books. Grammar was the inculcating of rules, when they should have been exploring its basic structure. As it turns out linguistics is something Ron is very much interested in today. Common to all the subjects, was that in none of them did he have to spend time doing homework.

Beginning in the 9th grade Ron was selected to participate in the Research & Guidance Laboratory for Superior Students. Entailed in his involvement was an annual trip to Madison where he wrote, essays, took tests of academic ability, was interviewed by a counselor, and had the opportunity to investigate a college campus. Needless to say he enjoyed the opportunity to leave his hometown for a day. His last year in the program he offered an overall reaction, "I feel that the Lab has helped me in many ways. I think the most important of them is helping me to realize my own capabilities--how best to develop them. It has also been helpful in securing information on scholarships and applying for them and literature on vocations has helped me to make what little decisions I have made on my choice of career." At the time the "little decision" that he made would involve a career in some kind of research, "so that I would be able to do something for man that no one else has done. A man should leave something more on earth than bones after he is gone."

Today Ron has some additional observations regarding the program. He still feels that it reinforced his confidence to pursue a math or science oriented career. Also, unlike many other participants, he thoroughly enjoyed taking tests. They were an intellectual challenge and he gained insight into the psychology of test taking, like when to guess, which benefitted when he had to take other standardized exams. He mentioned that the nice thing about counseling is that y ou can spend the whole time talking about yourself. Rarely is this socially accepted in any other situation. Finally he enjoyed the gratification attached to being selected and the attention he received.

Three years after high school and again when I interviewed him, Ron had a chance to review some of the recommendations that the Lab made to enrich his school program. His reaction has been consistent; the recommendations if they had been implemented might have helped a little bit. For instance, it was suggested that an invitation be extended to Ron to join the debate squad. However one did not exist and as Ron put it, "it is surely that it wasn't going to start one for me, her least desirable offspring." The school did enlist an instructor to come periodically to teach Russian, but she came too infrequently, and Ron gained nothing from it. Ron is appreciative of the Lab's attempt but any impact it had on the school was cosmetic, not substantive. He does feel that there was one important suggestion the Lab failed to recommend: "Expel the student from high school, so that he can quit wasting his time."

Examining the important values in Ron's adolescence gives a clear indication that they are not immutable. Acquiring money was important to Ron when he was in high school. It was not so much that he wanted power or luxury, but he wanted to be able "to go into a store and buy things without looking at the price tage." This was mainly a reaction to his mother's constant reminder about the price of things and the importance of thrift. By the time he was three years out of high school Ron's feelings regarding money had changed dramatically--"You will recall how a few years ago I was quite obsessed with the idea of becoming independently wealthy. Well I found out one can be more independent without money than with it. I am now writing things I enjoy writing, doing art that I enjoy and being with people I enjoy. And when I get enough money I will stop working and do other things I enjoy."

Before we leave Ron's hometown environment, it is important that we read some of Ron's comments unencumbered by my narrative so that we may get the full flavor of his reactions. These were w itten thr e years after high school and he still stands by them. "My entire high school career was centered around a rebellion against stupidity. I was completely negative because I had no exposure to ideas and values which I now consider basic. There was nothing I could believe in. All I could do was rebel against what I did not believe in. I was something of a nihilist. What could have been stressed in my high school experience was wisdom as opposed to knowledge, though there was little enough of the latter. . . . ________ High School failed since it is designed to turn out not exceptionals, but nice, even citizens for a small town in a backward section of a non-culture."

Upon graduation, Ron entered the University of ________ at ______________. He did not declare a major, but he pursued a basic liberal arts curriculum. His grades were not particularly good; in part because he was lazy but also he blames his inadequate preparation. He still, somewhat embarrassingly, remembers the naive and unsophisticated positions he would take in class. His classmates, especially those from the east just seemed to be much more knowledgeable. He also discovered that the general attitude toward learning at college was not all that much different than high school. After three semesters he dropped out of school and lived in Los Angeles, working as a delivery man for __________________ . When asked on a survey why he left school he replied, "Realized that the great majority of students were not as interested in academics as much as ulterior motives. Got involved with useless courses, got disgusted with the whole bag."

After a year's hiatus Ron returned to school, not so much because his attitude had changed, but because it was the best among many poor alternatives. He knew unless he wanted jobs that would have been menial for him, he would, no matter how ambivalent, have to return to school. He came back to ________ with many reservations and inspite of the fact that it's "sure cold up there."

Yet, at least academically, there was finally a warming trend in Ron's life when he returned. He began to take philosophy courses, and eureka, he enjoyed them. One course led to another and pretty soon he was immersed in the discipline. Not only did he find it stimulating and enlightening, but just as important to Ron, it was easy. As he puts it, "it was a path of least resistance." He was receiving money for his childhood disability and he could sit around and bullshit with teachers and students and get credit for it. Perhaps he would have considered his childhood interest in math or science, but they require that you take many basic "rinky dink, boring courses" before delving into the exciting stuff. In philosophy much more of it contained an element of discovery as opposed to training.

During his initial flirtation with philosophy Ron received a Questionnaire from the Lab. While his answers were characteristically flippant, (Question-- If your plans for next year are settled, tell what you have planned and where you will be? Answer--I will be on a small Caribbean Island training parakeets to assasinate dictators), they were being tempered by the logic associated with philosophy. Question--If uncertain about whether you would go to the same college if you were doing it over again tell why? Answer--If your question includes that the causal chain were identical, of course I would go to the same college, if the causal chain were different, I would do as I would do."

In the spring of 1969 Ron got married. His wife Sally was a clerk at a local record store. Today she is the manager. Ron reported that Sally has always been very supportive of his vocational plans.

Ron continued in the philosophy department after graduation, because an "assistantship was available and there didn't seem like there was anything better to do." In many ways graduate school was even easier than previous schooling. There were less courses to take, hence more time to fool around. He even discounts the work he did on his dissertation, claiming that it was relatively easy. Therefore he had time to work on the small house he and his wife had purchased, to make guitars, develop friendships and as always, time to read. He often rereads books many times. For example he's read Frank Herbert's Dune six times. He hopes someday to have a shelf of favorite books which he will continuously reread. Ron believes that you can gain new insights by reexamining even those things that seem completely familiar.

Currently Ron has a one year, half time, non-tenured teaching appoint at ________________. He is looking for a teaching job at another university, since it is department policy not to hire its own graduates. Although academic philosophy is not his ideal, that's where the limited number of jobs are available. He would rather get a grant to study topics like cosmology, the study of the origins of the universe, but chances of that are almost nil.

In previous years Ron directed quite a lot of criticisms at the educational establishment. As late as a few years ago he wrote, "I think college is generally a hindrance to the development of personal satisfaction and well being (mental, perhaps spiritual). . . . College is a function of reality, which, at this particular politico-socio-temporal location is a corporate structure." When I asked him it feels to be part of that reality, especially in a teaching capacity, he shrugged his shoulders and said, "it's a job." I suppose even the Best and the Brightest have their inconsistencies.

CASE STUDY OF MARY

Awareness-Self

Pre-High School

Midway through fourth grade, Mary was promoted to fifth grade, which supposedly indicated some talent."

Mary discovered a basic talent she possessed for science and math, a fact which was reflected in her Lab test scores.

Ninth Grade

Selected for accelerated high school courses, Mary did not feel especially unique, but was aware that she possessed considerable intellectual talents.

General High School

Mary was aware of her competitive nature throughout high school and college. "I like to be up there on the top. That's my personality; I like to compete."

Awareness - Social

Pre-High School

Mary came from a family of five children, all of whom made the high school honor roll. "My parents could not really single out anyone for their'smartness'."

Ninth Grade

Early education was in a country grade school, after which Mary transferred to a relatively large high school. She "had to work to get up to the level of other high school students." In addition, she felt intellectually"inadequate" at this time.

Mary discovered that teachers seemed to "take more interest in a student who cares and learns easily than in an average student."

Eleventh Grade

Mary was selected for a high school science program at ________ State. This gave her a feeling of confidence that she could "compete with others" in the science area.

Twelfth Grade

"I must admit I did enjoy the publicity that accompanied the awards and honors I received during my junior and senior years."

Awareness - Resources

Pre-High School

4-H Club was very influential for Mary. Motto of "Make the best better" was taken to heart.

General High School

Mary's parents worked hard and were efficient and served as models for her, especially for academic pursuits.

"Protestant Ethic was part of my background too. Work hard, and put your best effort into it."

"The family background I was raised in was very significant in developing me as a person. The competitiveness and desire to excel were probably inherited characteristics."

Orientation-Self

Tenth Grade

Mary was aware that she was a year younger than classmates, which caused her to be "treated differently by other students" in regards to certain things (e.g. learning to drive). Such things were "important at the time."

Eleventh Grade

Mary indicated a feeling of being "incompetent" in English while in high school.

Twelfth Grade

Mary did extremely well in math and sciences throughout high school. "I am more sure of myself (in these areas)." Especially loves lab work.

General High School

Mary indicated excitement with mathematics: "Problems encourage you to think... it is a challenge." She found that sciences "fascinate" her and that medicine and medical research were "very thrilling."

Orientation - Social

Eleventh Grade

__________ State University high school science program "persuaded me to major in science or math."

Mary discovered that her high school science program was not as extensive as in larger high school programs. Nevertheless, she did her best to develop a strong, in-depth background in courses offered.

College

She enrolled in Letters and Science program at ______________, but disliked the fact that people were so "isolated." Mary desired a tighter group of friends that she would see often. "I just wasn't happy with the people angle of it."

She transferred from L & S to Home Economics and later to the School of Agriculture. "I wanted something where you had some identity, something to work with, a group of people you could identify with."

Orientation - Resources

Pre-High School

Parents and family influenced Mary greatly in seeking her educational goals. All members of her family "went to college and I just assumed I would too." Parents put a high value on education. "Getting an education was instilled into you." Gradmother received a B.S. and a great-aunt a Ph.D.

Mary's parents were "science-oriented rather than inclined toward the arts and social sciences."

"My grandfather was a strong influence on me in helping me realize the value of an education. He always said it was one investment which no one could ever take away."

Eleventh Grade

Mary met a biophysics professor while at the ____________ State high school science program. "I though, 'wow!', if I could be something like that." He influenced her thinking toward biophysics.

One particular high school science teacher was extremely influential. "He really developed my interest in science. He made you want to learn, made things fun. If there was one teacher who affected me (in high school) he was probably the one."

High School "Orientation Night" -- when college students discussed with her areas of interest -- helped to influence her in the direction she wanted to go.

Exploration - Self

Ninth Grade

Mary was interested in nursing, home economics, and teaching as ahigh school freshman.

Tenth Grade

Medical Research was her chief occupational goal as a sophomore.

Eleventh Grade

She continued her interest in medical research and teaching as a junior.

Twelfth Grade

Mary's chief occupational goals as a high school senior included biophysics and medical research.

College

"Anything with human research (especially nutrition) I really get into."

Exploration - Social

College

Mary had thoughts about medical school; and spent time working in a children's hospital. This caused her to re-evaluate her thinking: "Seing kids die that you were attached to ... I don't think I could have forced myself to pursue it." Additionally, Mary had a part-time job for one year in the food service area at a hospital.

She worked in _________ Agriculture Library as a technician in graduate student lab (nutrition research).

Mary worked with disadvantaged youth, teaching them health and nutrition.

She was a member of the "Crucible" and "Motorboard," which mean a lot to her. "I was in quite a few things ... (organizations) you could identify with.

Exploration-Resources

General High School

The Research and Guidance Laboratory helped clarify her thinking: "It made you think about what you want to do instead of just blindly 'hit and miss' in selecting something. They tried to encourage you th think of what you wanted, what kind of interests you had. They mabe helped define some things in your own mind that you weren't able to do on your own. They sort of sat down and pinpointed things that you possibly didn't see in yourself."

In addition, the Laboratory pointed out both strengths and weaknesses. "This helped."

College

Mary took as many high school science courses as possible.

She continued developing a strong science background in college.

She developed a strong research orientation in the nutrition field.

Mary used study habits developed throughout high school effectively. "A lot of people get lost their freshman year because they don't know how to study."

Selective Formulation - Self

Pre-High School

She also recognized her competitive nature and desire to excel.

Ninth Grade

Mary recognized her ability in mathematics and sciences early in high school years.

Tenth Grade

She recognized her desire to enter the field of human research.

Twelfth Grade

Mary accepted the fact that much studying and academic training would be required in order for her to achieve desired goal. ("(I'm) going to have to work.")

She realized that she did indeed have the ability to achieve her goal" "There's nothing about it (college) that would be too much for me."

College

She enrolled at ______________________.

Mary majors in Nutritional Science.

Selective Formulation - Social

College

Mary desired to make self unique, academically. To accomplish this, she enrolls in a number of science courses from a variety of areas and emphasizes research in her studies.

She became aware of the fact that, for her, a career is a life style: "A person's traits and values which make him a unique individual affect everything a person does, including his career. I don't think a person can separate his goals in life from career goals."

She recognized limitations in chosen career; specifically, that laboratory work doesn't deal directly with people: "Science can be hard and cruel if you don't do anything other than mix test tubes. I needed something that was people oriented on top of that."

Selective Formulation - Resources

College

Mary made use of former study habits: "One of the most important things in education is teaching people how to use their time and energy."

She found a major resource within her field of study: "Once you select a major, people within the school have an influence."

She found this to be especially true with her major professor.

Mary acquires a scholarship to assist her financially.

Mary indicated that counseling helped her realize her shortcomings and strenghts. In addition, it enabled her to gain "enough confidence to choose __________ and stick it out even when the future seemed bleak...I learned to make a decision and stick to it even when easier paths seemed available much of the time."

Action - Self

Post-College

Mary graduated from ________________ with a B.S. in Nutritional Science.

Mary felt sure of herself upon graduation and that the career she prepared for was the right one for her ("Science. That's my bag!").

She accepted a position with the ____________ Company as a biochemist immediately after graduation and was eventually promoted to senior biochemist, a position she currently holds.

Mary enjoys her work immensely: "I really love the work, it's fantastic...I feel like I'm using my brain."

Mary is given "lots of responsibility."

She sees her career as "probably" a lifelong one ("anything that's lab or research oriented I like.")

Action - Social

Post-College

Mary knew what she wanted in terms of a career and was determined to get it. She told the ______________ interviewer that she didn't know how they could expect a girl with her credentials to take the job they offered. "I think I was fairly sure about myself, I'm usually not that cocky."

She debated whether to take the job or enroll in graduate school and told the interviewer that after two years on the job, she might return to school.

Mary has married since accepting the job. In addition, _________ pays for courses she might desire to take. So has decided to stay with her current job.

Mary has mixed feelings about some of her colleagues, but accepts this as a fact of life.

She sometimes wishes that the job "was more people oriented, though."

"I'm satisfied with the challenge that research and development presents. It's been a continuing learning experience since I accepted the job."

Action - Resources

Post-College

Mary has taken advantage of the company's education program, enrolling in courses in nutrition at the ___________ University Extension.

She has taken a statistics course offered by ________________.

Mary's career development progressed in an unusually steady, straightforward manner, with few deviations from her early defined and desired goal. This development can be seen as a process of initially choosing a general occupational field, keying in on a number of specific areas within that field, and finally arriving at a single occupational choice. The Wisconsin Career Education Model is a useful tool with which to view this process, and the reader is urged to keep this in mind while reading the following chronological discussion of Mary's career development.

Mary was aware of the fact that she possessed above average intellectual talents while still quite young. Her mid-year promotion from fourth to fifth grade, her selection for accelerated high school courses, her selection for the ____________ State High School science program, and her consistently high grades all served to underscore such thinking. Seen retrospectively, this awareness of intellectual abilities was important, for it formed a basic foundation and belief in self which in the years to come would serve two important functions: 1) a confidence that she could indeed undertake and succeed in a rigorous course of study culminating in her desired career choice, and 2) that her emerging competitive nature was backed up by considerable talents.

Concomitant to this awareness was a strong preference in school for mathematics and the sciences. Confidence in herself again appears to have played a role in this area: while Mary's grades were excellent in all areas of study, and while she was also an avid reader in fields not pertaining to mathematics and science, Mary notes that she felt "incompetent" in areas such as English. In addition, Mary was aware of the discrepancy between her various test scores in the quantitative and verbal areas, the latter being considerable lower. In light of her competitive nature, it is consistent and understandable that Mary's dominant areas of interest would be those in which she felt "more sure" of herself and "could compete with others."

This is not to say that Mary's interest in these areas was not founded on a sincere intellectual interest. Mary describes her early interest in mathematics and science with such words as "fascinating," "very thrilling," and "a challenge." Furthermore, the consistency of this interest over her academic career, the fact that, occupationally, the mathematics/science area was her long professed occupational choice, and the fact that she is currently secure and content in her occupational position and knows "it was the correct choice," all underscore the idea that Mary's early interest in mathematics and science was a sincere one. The fact that her abilities enabled her to be confident and competitive in these areas served to reinforce this interest.

A number of sources, including parents, family, 4-H club, and cultural background, played influential roles in the early stages of Mary's career development. The recurrent theme that best characterizes the message of these sources is that by working hard and putting one's best effort forward, success in whatever pursuit chosen will necessarily follow. Mary reported that her parents served as models of hardworking efficiency, and that their example was extremely instrumental in the development of habits needed to excel academically and, ultimately, to achieve her desired career goal. In the same vein, 4-H club, with its emphasis on bettering one's personal achievements, and the Protestant Work Ethic of diligence and putting forth one's best efforts, were taken to heart by Mary and hence significant in the development of her overall approach toward the achievement of her occupational goal. Furthermore, competitiveness and the desire to excel appear to be a natural result of being raised in an environment that not only extolled hard work and applauded optimal performance, but also (perhaps unknowingly) provided models for purposes of comparison: all siblings were honor roll students and went to college, a great-aunt received a Ph.D, a grandmother a B.S.

Mary's preference for mathematics and science was quickly translated into tentative occupational goals. As early as her sophomore year in high school, medical research was focused upon as a possible career choice. This choice continued to be foremost in her thinking throughout her high school years, although biophysics and teaching became possible alternatives. Mary reports that the Research and Guidance Laboratory played a significant role in helping her to focus on these potential career choices: by defining certain interests that had previously been overlooked in her own mind, and by pinpointing certain things she had not seen in herself, the Laboratory helped to clarify her career thinking. Additional assistance in her orientation toward a career in science was gained from her participation in the ________State University High School science program, where Mary came in contact with a biophysics professor. Mary notes that she thought at the time: "Wow! If I could be something like that!" The modeling purpose this professor served, and the degree of his influence, especially when seen in retrospect, is obvious. Finally, the fact that Mary's parents were both science-oriented rather than inclined toward the arts and social studies no doubt exerted some influence on her tentative occupational choices.

It is significant and should be noted that Mary's orientation at this time toward a career in science fulfilled more that an academic interest on her part. A very strong trend toward humanitarianism had long been a prominent characteristic in Mary's personality, and human suffering was clearly seen as loathsome to her. A career in the health sciences, whether it be medical research, biophysics, or nursing (also a considered occupation during her high shcool years), would provide an outlet for the expression of her desire to better the lot of mankind. Hence, a career that coupled her deep interest in the sciences with the opportunity to fulfill her humanistic desires appeared to be appropriate for her. In view of this, Mary was quite precocius in her career thinking: not only did she correctly focus on the general field that exercised her primary academic interest while still at a young age, but, equally important she was also able to understand that such an area would enable her to fulfill prominent personality characteristics and needs.

In short, Mary graduated from high school with a strong idea of what career was best suited for her. No haphazard guessing was involved; on the contrary, it was a decision based not only on intellectual ability but also on keenness of interest, confidence in self to withstand the rigors of training, security in the knowledge that she could compete with others with similar goals, and awareness that a career in the health sciences would enable her to fulfill the humanistic motives so important to her. In addition, Mary was well equipped to embark on the next phase of her career development: she had taken an abundance of honors and college preparatory courses while in high school, had availed herself to all science courses offered at her school, had participated in science programs to increase the breadth of her knowledge, had developed excellent study habits which would prove to assist her in the years to come, and had, through the influence of significant others in her life, formed a will of grim determination that if she invested enough time and effort in the pursuit of her goals, those goals could be realized.

Yet Mary still had some exploration to do to specify what particular field of human research was best suited for her, and she wasted no time in trying to determine this area. Enrolled in the College of Letters and Science at the ______________, she elected to engage in courses which offered a broad science background. In addition to such didactic training, Mary made a conscientious attempt to emphasize the experiential aspect of her education. This turned out to be a very important event in her career development process, for it caused her to dismiss from her thinking former areas of interest and encouraged her to investigate other areas. This modification process was extremely helpful in specifying a particular area of human research in which to both major and, ultimately, develop a career. Time spent in a children's hospital caused Mary to re-evaluate her thinking toward medicine per se: seeing children die, especially those with whom she had become attached, was an aspect of medicine that she preferred not to deal with. Conversely, work experience in the food service area of a hospital, teaching disadvantaged youth health and nutrition, and, especially, work in the university agricultural library as a technician in nutritional research, all served to emphasize the idea that perhaps nutritional research was the specific field for her. Experience in her course work apparently underscored this idea, for Mary gravitated toward the field of human nutrition and ultimately to major in nutritional science.

Aside from the didactic and experiential training, social awareness also played an influential role in Mary's ultimate choice of a major field of study. Mary felt "isolated" in the College of Letters and Science; that is, she disliked the fact that the formation of a close-knit group of friends whom she would see often was difficult. In addition, she desired a sense of identity with her academic field and the people associated with it, something she found nearly impossible with such a general field as Letters and Science. To amend this, she transferred to the School of Home Economics and later to the School of Agriculture, where she majored in nutritional science. Here she found the sought-after sense of identity. Selection of "Crucible" and "Motorboard" reinforced this feeling.

Having chosen her specific area of interest in scientific research, Mary strove to make herself unique, academically. To accomplish this, she enrolled in a number of science courses from a variety of disciplines, while at the same time she placed an emphasis on research in her studies. This enabled her to concentrate on what she felt to be the prime areas of interest for her within nutritional science while equipping herself with the laboratory skills she would need later. Finally, by making herself unique within her field, she sharpened her competitive edge for the job market. It should be noted that Mary's desire for uniqueness parallels her desire to excel; that is, by being broadly trained within her discipline while still emphasizing one particular aspect of her education, she was able to bring a greater degree of expertise to her occupation, which in turn enabled her to excel.

While content with the field of nutritional science, Mary recognized certain limitations in her major but she was secure enough with her choice to admit and accept them. Specifically, she noted that laboratory work did not deal directly with people. This concerned her, since in her words, "science can be hard and cruel if you don't do anything other than mix test tubes." Nevertheless, her love for scientific research and her fascination with the nutritional aspects of health caused her to accept this limitation in her major.

Upon graduation from college with a B.S. in nutritional science, Mary debated whether to accept a job or enroll in graduate school. She was quite sure of herself that the career she had prepared for was the right one for her. This confidence was reflected in her approach to job interviews in which she told the ____________ interviewer that she didn't know how they could expect a woman with her credentials to take the job they offered. In Mary's words, "I think I was fairly sure about myself. I'm usually not that cocky." She decided to accept the position of biochemist with _______________ with the understanding that, after two years on the job, she might return to school. However, Mary has since married, and, since the company pays for courses she may desire to take, she has decided to stay with her job.

The position with ____________ is the only job Mary has had since graduation, and she enjoys it immensely, viewing it "very probably" as a lifelong career. She is given a great deal of responsibility, and the position is oriented to laboratory research. To quote Mary, "I really love the work, it's fantastic...I feel like I'm using my brain." Promotions came rapidly, and Mary now enjoys the position of senior biochemist.

Mary has understandable mixed feelings about some of her colleagues, but accepts this as a fact of life. In addition, she sometimes wishes the job "was more people oriented." But her contentment with her career is perhaps best summed up in the following statement: "I'm satisfied with the challenge that research and development presents. It's been a continuing learning experience since I accepted the job."

In conclusion, it is perhaps a tribute to Mary that she was perceptive enough at an early age to have a relatively clear idea of what she desired in a career, possessed the resources--both personal and otherwise--to put that idea into action, and the determination and talent to make that idea a reality. Also, it is interesting to note how her career development followed the Wisconsin Career Education Model. Mary remarked that she had no idea whatever that she was using the principles of the model in her progression toward, and engagement in, her occupational choice. Yet the model fits perfectly her process of career decision making.

APPENDIX IV

VOCATIONS IN LITERATURE: A BOOKLIST

Frederick Schrank

Marshall Sanborn

Dennis Engels

RESEARCH AND GUIDANCE LABORATORY

UNIVERSITY OF WISCONSIN - MADISON

ACTOR AND ACTRESS 150.048

Astaire, Fred. Steps in time. Harper, 1959.
This autobiography covers Astaire's childhood in Omaha to 1959. He traces his career through vaudeville circuits, musical comedies and movies. Autobiography.

Davis, Sammy Jr. Yes I can: the story of Sammy Davis Jr. Farrar, Straus, and Giroux, 1965.
The events and conflicts that shaped the life of Sammy Davis Jr. Autobiography.

Hart, Moss. Act One. Random House, 1959.
The touching and funny moments in the life of an actor. Biography.

Haycraft, Molly C. First Lady of the Theatre: Sarah Siddons. Messner, 1958.
Her family was determined that she should not become an actress, but Sarah triumphed over many hardships to become known as the first lady of the theatre. Biography.

Lahr, John. Notes on a Cowardly Lion, the biography of Bert Lahr. Knopf, 1969.
Bert Lahr as a comedian and a father, as told by his son John. Biography.

Manvell, Roger. Sarah Siddons, portrait of an actress. Putnam, 1970.
The story of a great tragic actress of the eighteenth century. Biography.

O'Neill, Eugene. A long days journey into night. Yale University Press, 1955.
An autobiography in the form of a play. Autobiography.

Pellet, Betty. "That Pellet Woman." Stew, 1965.
An amusing story of Betty Pellet, a Broadway star. A rich and varied life of colorful Americana. Autobiography. Humor.

Rathbone, Basil. In and out of character. Doubleday, 1962.
The career of Mr. Rathbone and the inside story behind the scenes. Autobiography.

Roberts, Vera Mowry. The Nature of Theatre. Harper and Row, 1971.
This book covers the experience of the theatre, seeing a play, predominant genres, theatre artists, and allied arts. Informational.

AIRPLANE PILOT 196.163 and 196.283

Still, Henry. To ride the wind. Messner, 1964.
The story of a craft flyer who, at the age of six, was designing, building, and selling kites to his classmates. He became one of the world's outstanding pilots. Biography.

Haggerty, James J., Jr. First of the Spacemen: Iven C. Kincheloe, Jr. Duell, Sloan and Pearce, 1960.
One of the outstanding test pilots of the U.S. Air Force is described here as literally the first man into space. Biography.

Smith, Dean C. By the seat of my pants. Little, 1961.
See AVIATOR.

AIRPLANE STEWARDESS 352.878

Waterman, Sherry. From Another Island. Chilton, 1962.
This book "will prove an inspiration to girls who want to become Stewardesses, and who want to know what their lives are really like." Autobiography.

ANTHROPOLOGIST 055.088

Heyerdahl, Thor. Kon-Tiki. Rand McNally, 1950.
An anthropologist constructs a raft and sails it with a crew of five from South America to the South Pacific Islands. Non-fiction.

Mead, Margaret. Blackberry Winter: My Early Years. Morrow, 1972.
The author relates how "she set a course for herself when young and has followed through in a life that has yielded a rich harvest." Autobiography.

ARCHAEOLOGIST 055.088

Gorenstein, Shirley. An introduction to archaeology. Basic Books, 1965.
A book which describes how archaeologists work.

Keller, Werner. Bible as History: a confirmation of the Book of Books. Morrow, 1956.
Dr. Keller has gathered a mass of archaeological evidence, that, step by step, reveals the historical foundations of the Old and New Testaments. Historical.

Marek, Kurt W. Gods, graves, and scholars: the story of archaeology. By C.W. Ceram(pseud.). Knopf, 1967.
The great story of Schliemann's discovery of the ruins of Troy, of Carter's discovery of the untouched tomb of Tutankhamen, of Stephen's wonderful archaeological adventures in Yucatán. Historical.

Marek, Kurt W. Hands on the past; pioneer archaeologists tell their own story. Knopf, 1966.
This book covers the period of the first systematic excavations up to the present day. Historical.

Payne, Robert. Gold of Troy. Funk, 1958.
An archaeologist uncovers the ancient city of Troy. The story of Heinrich Schliemann.

ARCHITECT 001.081

Forsee, Aylesa. Frank Lloyd Wright: rebel in concrete. Macrae, 1959.
Wright's major interest in man and the way he lives was the basis for his pioneer methods in architecture. Biography.

ARMED FORCES 378.

Asprey, Robert B. Once a Marine. Norton, 1964.
The story of General Vandegrift, USMC, who led the long and successful struggle to hold Guadalcanal. Biography.

Crawford, William. Give me tomorrow. G.P. Putnam's Sons, 1962.
A pungent novel about war. How an ordinary young man becomes something beyond ordinary after passing through Marine Infantry training. Fiction.

Furgurson, Ernest B. Westmoreland: The Inevitable General. Little, 1968.
The life of the most controversial general of the 1960's. Biography.

Haislip, Harvey. Sailor Named John. Doubleday, 1957.
John Paul Jones is the hero of this historical novel of the sea. It is the story of how the brilliant captain who had little taste for political intrigues, struggled to obtain a decent ship, compitent officers and food for his men. Fiction.

Uris, Leon M. Battle Cry. Putnam, 1963.
The story of a battalion of the US 6th Marines and of the plantoon which came together from all over the country to go through Boot Camp training before being shipped out in '42 to begin their island fighting at Guadalcanal. Fiction.

ARTIST 970.381

Carson, Julia M. Mary Cassatt. McKay, 1966.
Born and raised in Pennsylvania, this artist lived most of her long life in France, and became widely acclaimed in both Europe and America before her death.

Goodrich, Lloyd, and Doris Bry. Georgia O'Keefe. Praeger, 1970.
A short interesting essay about the famous Wisconsin-born artist which is followed by a large sampling of her work. Essay.

Joyce, James. A portrait of the artist as a young man. Watts, 1916.
The childhood and early manhood of Stephen Dedalus.

Rockwell, Norman. Norman Rockwell: My adventure as an illustrator. Doubleday, 1960.
Norman Rockwell's early talent led him to notice the smallest details and to realize the necessity of drawing from the object itself rather than from memory. Autobiography.

Stone, Irving. The agony and the ecstacy. Doubleday, 1961.
A biographical novel about the dissapointments and triumphs of the life of Michelangelo.

Stone, Irving. Lust for life. Longmans, Green and co., 1934.
A biographical account of the tortured life of Vincent Van Gogh. Fiction.

Stone, Irving. Passionate Journey. Doubleday, 1949.
A novel in which an American painter achieves self-expression in a struggle which is the counterpart of Vincent Van Gogh's tempestous life. Fiction.

Sweet, Frederick A. Miss Mary Cassatt, impressionist from Pennsylvania. University of Oklahoma Press, 1966.
The life story of the only American to join the French Impressionist movement. Biography.

Van Loon, Hendrik. R.v.R.: The life of Rembrandt van Rijn. Heritage, 1939.
The tragic life of a great painter. Biography.

ATHLETE 153.348

Bouton, Jim. Ball four. World, 1970.
The author is a "thirty-one-year-old right-handed thrower of baseballs, who, in 1963, won 21 games as a pitcher for the New York Yankees." Contrived in the form of a year's diary, this book criticizes the game, it's players and management.

Harris, Jeannie. Brian Piccolo, a short season. Rand McNally, 1971.
An inspiring story of a Chicago Bear running-back whose life was cut short, at age 26, by cancer. Biography.

Hyman, Mervin D. and Gordon S. White. Joe Paterno: "Football My Way." Macmillan, 1971.
The story of Penn. State's dynamic, outspoken coach, his maverick views on all aspects of college football from the player-coach relationship to publicity, the black athlete and the evils of recruiting.

Plimpton, George. Paper Lion. Harper and Row, 1965.
Professional football--as it looks to a first-string writer trying out as a last-string quarterback.

AVIATOR 196.168

Burke, John. Winged Legend: The story of Amelia Earhart. Putnam, 1970.
The story of the first woman to fly across the Atlantic. A study of a young woman born in Kansas, who willed herself to greatness. Biography.

Hailey, Arthur. Airport. Doubleday, 1968.
An excitement-packed tale of 24 hours in a snowbound airport. Fiction.

Lindberg, Charles A. Beyond the Upper Mississippi. Minnesota Historical Society, 1972.
A pictoral biography of the early years of Charles Lindberg. Biography.

Pierce, Philip N. and Karl Schuon. John H. Glenn, Astronaut. Watts, 1962.
A biography of the man and his historic flight. Biography.

Saint-Exupery, Antoine de. Wind, Sand and Stars. Time, 1939.
Philosophical essays on flights and fliers, contains the elements of an autobiography of the French aviator-author. Autobiography.

Shute, Nevil. Slide rule: The autobiography of an engineer. Morrow, 1954.
The story of an aeronautical engineer and the days when aviation was young. Autobiography.

Smith, Dean C. By the seat of my pants. Little, 1961.
"There is enough aviation lore here to satisfy the most demanding air buff, and plenty to interest the general reader." History.

BIOLOGIST 041.081

Iltis, Hugo. The life of Mendel. Hafner, 1966.
The story of Pator Gregor Mendel, the Augustinian monk of Brunn, whose teaching has now become the central theme of biological research. Biography.

Watson, James D. The double helix. Athenaum, 1968.
The author is a nobel prize winner for medicine and physiology in 1962. This book is a day by day account of how Watson and Crick hit upon the double-helix model of the DNA.

See also:
BOTANIST
SCIENTIST.

BOTANIST 041.081

Adams, Alexander B. John James Audubon; a biography. Putnam, 1966.
The portrait of a man who was uncertain of his life's work until his middle age. Biography.

See also:
BIOLOGIST
SCIENTIST.

BUSINESS EXECUTIVE 050. and 165

Baruch, Bernard M. Baruch, My Own Story. Holt, 1957.
The story of one of the most remarkable men of our time--an office boy at age 19, a Wall Street partner at 25 and a millionaire before he was 35. Autobiography.

Belden, Thomas and Marva Belden. The lengthening shadow. Little, 1962.
The story of how IBM got to be one of the biggest and most distinctive companies in America. A biography of Thomas J. Watson, the man behind the company, who began his career by selling pianos in New York City. Biography.

Hilton, Conrad N. Be My Guest. Prentice-Hall, 1957.
The story of one of the greatest businessmen, financiers and public figures of all time who came out of the Southwest. The narrative of the man behind the business services. Autobiography.

Noyes, Pierrepont B. A goodly heritage. Rinehart, 1958.
The American dream as symbolized by Pierrepont Noyes, who's keen business mind helped to build one of America's largest silver companies, Oneida, Ltd. Autobiography.

CLERGYMAN 120.108

Bristol, Lee Hastings Jr. Seed for a song. Little, Brown, 1958.
The story of Robert Spencer, who overcame many handicaps to become the Episcopal Bishop of Western Missouri. Biography.

Cather, Willa. Death comes for the Archbishop. Knopf, 1929.
Two priests work to reestablish the Catholic faith in 19th century New Mexico. Fiction.

Cronin, Archibald J. Keys of the Kingdom. Little, 1941.
The story of a Scottish Catholic priest, his early attempts to make a living, his training for the priesthood, and his struggle to help humanity against plague, famine and indifference. Biography.

Fenton, John H. Salt of the earth. Coward, 1965.
An informal portrait of Richard Cardinal Cushing. The book follows Cushing from his days as a high school drop-out to his eminence as a figure of national importance. Biography.

Fletcher, Grace Nies. In my father's house. McGraw, 1955.
The story of Lee Nies, a Methodist minister who's life was a strong affirmation of faith. A story of the man and his family. Biography.

La Farge, John, S.J. The manner is ordinary. Harcourt, Brace, 1954.
Probably the best known and best loved Jesuit priest in America relates the fascinating story of his rich life. Autobiography.

Marshall, Catherine. A man called Peter. McGraw, 1951.
The wife of a minister relates a story of love and faith. A man who created his own ministry based on his own life and experiences is the character of this work. Biography.

Merton, Thomas. The sign of Jonas. Harcourt, 1953.
The journal of Thomas Merton, author of The Seven Story Mountain, depicts the daily life of a monk. Autobiography.

Keller, James. To light a candle. Doubleday, 1963.
The founder of the Christophers and his questions on the religious vocation. Autobiography.

Kittler, Glenn D. Profiles in faith. Coward, 1962.
Stories of the religious leaders of America and how their convictions changed the country: Brigham Young, Francis Ashbury, Father Flannigan, Mary Baker Eddy, William Ellery Channing, Joseph Krauskopf, Henry Ward Beecher, Walter Rauschenbusch, James Cardinal Gibbons, Richard Allen, William Penn and Catherine Drexel.

Paton, Alan. Cry, the beloved country. Scribner, 1948.
An African minister seeks the sources of evil.

Pezeril, Daniel. Blessed and Poor. Pantheon Books, 1961.
A biography of a parish priest who became a saint, the Curé of Ars, proclaimed by Pope Pius XI as "patron of all parish priests." He was canonized in 1925. Biography.

Poling, Daniel A. Mine eyes have seen. McGraw-Hill, 1959.
An autobiography of the famous minister who edited the Christian Herald. The book takes the reader from his boyhood in Oregon to his energetic ministerial career. Autobiography.

Potok, Chaim. The chosen; a novel. Simon, 1967.
A novel which revolves around the friendship of two teenage Jewish boys in Brooklyn during the 1940's, and the religious tension between their families. Fiction.

Voss, Carl Hermann. Rabbi and Minister. World, 1964.
The friendship of Stephen S. Wise and John Haynes Holmes, two great American clergymen. "Jew and Christian bent on making religion relevent to an era of social change."

Yates, Elizabeth. Howard Thurman: Portrait of a Practical Dreamer. Day, 1964.
Chosen in 1953 as one of America's twelve great preachers, the author relates Rev. Thurman's questioning and preparation for the religious life. Biography.

See also:
RELIGIOUS VOCATIONS WORKER.

ECOLOGIST 041.081

Annixter, Paul. Swiftwater. Hill and Wang, 1950.
Written in 1950, this book became the first environmental novel. It is the story of a 15 year old boy and his love for the wild geese who stop in their migrations. Fiction.

Graham, Frank. Man's dominion, the story of conservation in America. Evans, Lippincott, 1971.
A book about the men and women who shaped the conservation movement in America. History.

ELECTRICAL ENGINEER 003.081

Lessing, Lawrence. Man of high fidelity: Edwin Howard Armstrong. Lippincott, 1956.
The story of the man who discovered and developed the high fidelity, the man responsible for the FM radio. Biography.

ENGINEER 001. through 015.

Kingsford, Peter W. F.W. Lanchester: A life of an engineer. Edward Arnold, 1960.

Achievements in aeronautical science and automotive engineering are related in this story of the life of F.W. Lanchester, who lived and worked in the first phase of our country's technological race. Biography.

Shute, Nevil. Slide rule: The autobiography of an engineer. Morrow, 1954.
See AVIATOR.

See also:
ELECTRICAL ENGINEER
MECHANICAL ENGINEER.

FACULTY MEMBER, COLLEGE OR UNIVERSITY 090.228

Amis, Kingsley. Lucky Jim, a novel. Viking Press, 1953.

Academic life is sketched in a kind of hilarious hatred through the eyes of Jim Dixon, an instructor of history at a British college, a satirical novel. Fiction.

Baker, Carlos Heard. Friend in power. Scribner, 1958.

An interesting novel about a history professor and college politics. Fiction with an academic background. Fiction.

Barr, Stringfellow. Purely academic, a novel. Simon and Schuster, 1958.

A satire on American education, particularly private higher education.

Billington, Ray Allen. Frederick Jackson Turner: historian, scholar, teacher. Oxford, 1973.

A full-length biography.

Broderick, Francis L. Right Reverend New Dealer: John A. Ryan. Macmillan, 1963.

The biography of a priest-professor and social reformer extraordinary. Biography.

Clark, Glen. Man's Reach: An autobiography. Harper, 1949.

An unknown teacher of literature believed that "a man's reach should exceed exceed his grasp" and developed into an inspirational leader of young people, known throughout the world. Autobiography.

Frost, Russel E. Beloved Professor: The life and times of William Dodge Frost. Vantage Press, 1961.

A richly detailed biography of William Dodge Frost University of Wisconsin bacteriologist, who inspired generations of students. Biography.

Hicks, John Donald. My life with history. University of Nebraska Press, 1968.

A professor of American history whose career was spent for the most part at the Universities of Nebraska, Wisconsin, and California describes the events in his personal and professional life. Autobiography.

Latourette, Kenneth Scott. Beyond the ranges. Eerdmans, 1967.

Dr. Latourette remineses on his years of education and scholarship at Yale University. Autobiography.

MacIver, Robert Morrison. As a tale is told. University of Chicago Press, 1968.
See SOCIOLOGIST.

Schleisinger, Arthur M. In Retrospect: the history of a historian. Harcourt, 1963.

"The memories and reflections of a distinguished teacher and scholar from his childhood in Xenia, Ohio, to his thirty years at Harvard and beyond." Autobiography.

Vance, Maurice M. Charles Richard Van Hise. State Historical Society of Wisconsin, 1960.

The man who received the first Ph.D. from the University of Wisconsin later became its president during the years it acquired its international reputation. Biography.

FARMER, GENERAL 421.181

Erdman, Loula G. Years of the Locust. Dodd, 1947.

The story of a successful Missouri farmer and his relations to the soil, the seasons, and his neighbors. Fiction.

Garland, Hamlin. Son of the Middle Border. Macmillan, 1951.

The rich farming country of Iowa is described by a writer whose interpretations of the Midwest made him famous.

Schmidt, Sarah L. This is my heritage. Abelard-Schuman, 1953.

Scott had no thought of working the 30,000 acres of parched land which he inherited, but changed his mind when he found that irrigation wells would make the land productive.

FORESTER 040.081

McGeary, M. Nelson. Gifford Pinchot: Forester--Politician. Princeton University Press, 1960.

A biography of a colorful figure, America's first native-born forester. Biography.

Pinchot, Gifford. Breaking new ground. Harcourt, Brace, 1947.

The beginnings of American forestry and the conservation movement in the United States.

White, Dale. Gifford Pinchot: the man who saved the forests. Messner, 1957.

An easy to read story of the man who's fight to save American forests led to the establishment of the United States Forest Service.

GEOLOGIST 024.081

Cousteau, Jacques-Yves. Life and death in a coral sea. Doubleday, 1971.

A description of the wonders of the coral sea of the Indian Ocean and the Red Sea by the famous undersea explorer.

Dugan, James. The undersea explorer, the story of Captain Cousteau. Harper, 1957.

The story of the famous explorer of the undersea world.

Gaskell, Thomas F. and Thomas Frohock. The world beneath the oceans. Natural History Press, 1964.

A discussion of the science of oceanography.

JOURNALIST 132.268 and 139.288

Considine, Robert. It's all news to me: a reporters deposition. Meredith Press, 1967.

Bob Considine is one of the best-known by-lines of journalism today. Recollections of great events in his career make up the bulk of this work. Autobiography.

Evjue, William T. A fighting editor. Wells Printing Co., 1968.

A full-length autobiography of over sixty years of journalism. Autobiography.

Farson, Negley. The way of a transgressor. Harcourt, 1936.

An autobiographical story of an American adventurer and journalist which is almost wholly narrative. Journeying with him over Europe and through conferences and revolutions, the reader discovers an absorbing, discriptive record of how people actually felt in moments that now have been reduced to dry historical proportions.

Matthews, T.S. Name and address: an autobiography. Simon and Schuster, 1960.

A retired editor of Time magazine relates how he never meant to take up journalism as a career. Autobiography.

Moorehead, Alan. A late education: episodes in a life. Harper, 1970.

The story of Alan Moorehead and Alex Clifford, both war correspondents, who were together from 1938 to 1950. The book portrays their early years in journalism.

Morton, Charles W. It has it's charms. Lippincott, 1966.

An entertaining autobiographical memoir of a writer from Omaha, Nebraska who went on to become the Associate Editor of the Atlantic Monthly. Autobiography.

Paul, Charlotte. Minding our own business. Random House, 1955.

The story of a young family who operated a small town newspaper in the state of Washington. A light-hearted account of life as a newspaper printer.

Riis, Jacob. The making of an American. Macmillan, 1913.

An immigrant from Denmark becomes a successful journalist and effective reformer. Biography.

Roberts, Kenneth. I wanted to write. Doubleday, 1949.

"The instructive, delightfully amusing personal account of Kenneth Roberts' evolution as a writer--from frequently heartbreaking beginnings to success as one of the foremost writers of his time." Autobiography.

Russell, Fred. Bury me in an old press box. Barnes, 1957.

"Bury me in an old press box is Fred Russell's way of saying that he hopes the hereafter will be half as much fun as the life of a sportswriter." Autobiography.

Severeid, Eric. Not so wild a dream. Knopf, 1946.

"The brilliantly written and profoundly moving personal narrative of one of America's great reporters." Autobiography.

Steffens, Lincoln. Autobiography. Harcourt, 1931.

The experiences of a fearless journalist. Autobiography.

Swanberg, W.A. Citizen Hearst. Scribner, 1961.

A story of a newspaper magnate whose exploits in publishing and political dabbling were a compelling topic of this country for half a century. Biography.

Thurber, James. The years with Ross. Little, Brown, 1959.

You will "come to know in hilarious detail the man who founded the New Yorker, was its editor from 1925-1951, and gave a whole new dimension to American art and letters."

Tunis, John R. A measure of independence. Atheneum, 1964.

A sportswriter from the New York Evening Post relates his rich life experiences. Autobiography.

Woodward, Stanley. Paper Tiger. Atheneum, 1963.
"An old sportswriter reminiscences of people, newspapers, war, and work." Autobiography.

See also:
WRITER.

LAWYER 110.108

Arnold, Thurman Wesley. The folklore of capatalism. Blue Ribbon Books, 1937.
Ideas about social organizations which are not regarded as folklore but regarded as fundamental principles of law and economics. History.

Auchincloss, Louis. Powers of Attorney. Riverside Press, 1963.
Twelve episodes which concern a fictional law firm of Tower, Tilney and Webb. Fiction.

Cozzens, James Gould. Guard of Honor. Harcourt, Brace, 1948.
The events of three days in a huge air training camp in Florida.

Cozzens, James Gould. .....the just and the unjust. Harcourt, Brace and World, 1942.
A picture of law and life in a small community during a murder trial.

Fairman, Charles. Mr. Justice Miller and the Supreme Court. Harvard University Press, 1939.
Not a formal biography of Justice Miller, but an examination of his most important constitutional opinions, and a study of the court during the years of his service(1862-1890). Biography.

Hays, Arthur Garfield. City lawyer: the autobiography of a law practice. Simon and Schuster, 1942.
An autobiography of a New York "liberal" lawyer best known for his connection with the Cival Liberties Union. Autobiography.

Hofstadter, Richard. The American political tradition and the men who made it. Knopf, 1948.
Twelve essays forming together an interpretation of American political tradition from the forming of the nation to Franklin D. Roosevelt. Essays.

Lewis, Anthony. Gideon's Trumpet. Random House, 1964.
A New York Times reporter, who regularly covers the Supreme Court, here relates the legal process through which Clarence Earl Gideon gained the right to counsel.

Mason, Alpheus Thomas. Brandeis, a free man's life. Viking Press, 1946.
A full-length biography of Justice Brandeis based on materials received from Brandeis himself and from friends and relatives. Biography.

Mayer, Martin. Emory Buckner. Harper, 1968.
The story of a great trial lawyer of the 1920's, and his influence on men who are the leaders of today's bar. History.

Mayer, Martin. The lawyers. Harper and Row, 1967.
A description of the law profession from criminal courts to the Supreme Court. History.

Olender, Terrys T. For the prosecution: Miss Deputy D.A. Chilton Co., 1961.
A woman lawyers experiences as she became the first woman prosecuter to try major felanies in Los Angeles County. A story of struggle against male opposition. Autobiography.

Smigel, Erwin Orson. The Wall Street Lawyer: professional organization man? Free Press of Glencoe, 1964.
Depth interviews with an extensive sample of lawyers from the largest Wall Street law firms.

Stone, Irving. Clarence Darrow for the Defense. Doubleday, 1941.
The story of a courageous man who fought for social reform. History.

MATHEMATICIAN 020.080

Bell, Eric Temple. Men of Mathematics. Simon and Schuster, 1937.
Stories of the lives and achievements of the great mathematicians from Zeno to Poincáre and Cantor.

Ore, Øystein. Cardano, the gambling scholar. Princeton University Press, 1953.
This critique of Cardano's mathematical works contains a biographical portion.

Reid, Constance. Hilbert. Springer-Verlag, 1970.
In this critique of Hilbert's mathematical work the author has interwoven a narrative of Hilbert's life, based on her interviews with surviving collegues and other friends.

Wiener, Norbert. I am a mathematician. Doubleday, 1956.
An autobiographical account of the mature years and career of Norbert Wiener and a continuation of the account of his childhood in Ex-prodigy. It shows the author leading the life of a dedicated scientist and making important contributions to the field of mathematics. Autobiography.

MECHANICAL ENGINEER 007.081

Timoshenko, Stephen T. As I remember. Van Nostrand, 1968.
The "father of engineering mechanics" tells of his childhood in Russia, teaching experience, his career in America in industry and teaching Autobiography.

See also:
ENGINEER.

MUSICIAN 152.

Amram, David. Vibrations. Macmillan, 1968.
An autobiography of an unorthodox musician. Autobiography.

Copland, Aaron. Copland on music. Doubleday, 1960.
Vignettes of a number of musicians who touched Copland: Koussevitsky, Boulanger, Stravinsky, Kapell, and others.

Davenport, Mrs. Marcia(Gluck). Mozart. Scribner, 1932.
An excellent biography of the famous composer. Biography.

Dobrin, Arnold. Aaron Copland, his life and times. Crowell, 1967.
The author traces Mr. Copland's musical development from the first stirrings of his talent to the apex of his career as a composer, conductor, lecturer, and author. Biography.

Marek, George Richard. Beethoven, biography of a genius. Funk, 1969.
A book about the man who composed the music; written to illuminate the artist as a human being. Biography.

Marek, George Richard. Gentle genius; the story of Felix Mendelsohn. Funk, 1972.
The author explores Mendelsohn's little known private side, showing a complex person in terms of musical talent, family heritage and cultural milieu. Biography.

Marek, George Richard. Puccini; a biography. Simon and Schuster, 1951.
A full-length biography and study of the composer, containing many unpublished letters, and analyses of Puccini's operas. Biography.

Marek, George Richard. Richard Strauss: the life of a non-hero. Simon, 1967.
"He wrote music that exuded adventure, wit and lush eroticism; yet professionally and privately Richard Strauss was a business-like burgher and a faithful, frau-pecked husband." Biography.

Panassie, Hughes. Louis Armstrong. Scribner, 1971.
The musicians life story from his childhood in New Orleans to Chicago, to New York, and to worldwide reputation. Biography.

Piatigorsky, Gregor. Cellist. Doubleday, 1965.
This book portrays the author's lifetime of family, friends, and music. Autobiography.

Purdy, Claire(Stewart). Antonín Dvořák: Composer from Bohemia. Messner, 1950.
Dvořák develops from a Bohemian peasant boy to one of the world's most gifted composers. Biography.

See also:
SINGER.

NURSE, PROFESSIONAL 075.378

Fishwick, Marshall W. Illustrious Americans: Clara Barton. Silver Burdett, 1966.
A pictoral biography of the extraordinary woman who founded the American Red Cross. Biography.

Grey, Elizabeth. Friend within the gates, the story of Nurse Edith Cavell. Houghton Mifflin, 1960.
An English nurse becomes one of the leaders of the Belgian resistance movement during World War I. This story relates her growing awareness of the nursing profession which changed the course of her life. Biography.

Ishbel, Ross. Angel of the Battlefield. Harper and Row, 1956.
An unusual and fascinating biography of Clara Barton. The story sweeps from the battlefields of the Cival War, to the Galveston flood, to the court of the Emperor of Austria. The story of a woman who began her career as a school teacher in New England. Biography.

Kenny, Elizabeth, Sister, and Martha Ostenso. And they shall walk: the life story of Sister Elizabeth Kenny. Dodd, 1943.
An attempt to relieve the suffering of an infantile-paralysis victim in Australia directed the course of Sister Kenny's life. Autobiography.

Pitrone, Jean M. Trailblazer: Negro Nurse in the American Red Cross Harcourt, 1969.
In 1916 Frances Reed Elliot became the first Negro nurse to be officially enrolled in the American Red Cross. The story relates a single-mindedness with which she directed all her energies to overcome all obstacles to be a nurse. Biography.

Yost, Edna. American women of nursing. Lippincott, 1955.
Factual accounts of the lives and careers of great American nurses.

OCCUPATIONAL THERAPIST

079.128

Carlova, John. The healing heart. Messner, 1961.
The story of Ora Ruggles, pioneer in occupational therapy. "This is the inspiring story of a woman who waged a valiant battle for the restoration of the crippled, diseased, and mentally disturbed to useful lives through occupational therapy." Biography.

PHARMACIST

074.081

Blochman, Lawrence G. Doctor Squibb: the life and times of a rugged idealist. Simon and Schuster, 1958.
A cranky, quarrelsome, but high-minded American became a chemist, medical journalist and developed high standards of purity and uniformity in pharmacy. Biography.

PHYSICAL THERAPIST

079.378

Greenberg, Joanne. In this sign. Holt, 1970.
An exploration of the world of the deaf and sign language.

Hickok, Lorena A. The touch of magic. Dodd, 1961.
The story of Helen Keller's great teacher, Anne Sullivan Macy. The author traces the extraordinary relationship that developed between teacher and pupil. Biography.

Keller, Helen. Teacher: Anne Sullivan Macy. Doubleday, 1955.
An inspiring biography by Helen Keller of her great teacher. Biography.

Smithdas, Robert. Life at my fingertips. Doubleday, 1958.
The account of the achievements of a deaf and blind man, who became the second deaf-blind person to complete college. Autobiography.

PHYSICIAN

070.108

Brasset, Edmund A., M.D. A doctor's pilgrimage. Lippincott, 1951.
A warm-hearted, humorous story of a courageous young intern in Nova Scotia.

Campion, Nardi Reeder. Look to this day! Little, 1965.
The story of the educational experiences of a great woman doctor, Connie M. Guion. Biography.

De Kruif, Paul Henry. ...men against death... Harcourt, Brace, and Company, 1932.
A history of men in medicine. History.

Frankel, Victor. Man's search for meaning. Beacon Press, 1963.
See PSYCHIATRIST.

Glasser, Ronald J. Ward 402. Braziller, 1973.
A touching story of a young doctor's involvement in the life of a dying eleven year old girl. The girl is sticken with leukemia. A personal narrative of a composite case study.

Goldbloom, Alton, M.D. Small patients; the autobiography of a children's doctor. Lippincott, 1959.
The adventures of a famous pioneer in pediatrics, who nearly became an actor instead of a doctor. Autobiography.

Gunther, John. Death be not proud. Harper and Row, 1949.
A remarkable account of the limitations of medical science in the treatment of a tumor. A moving account of doctors and medicine.

Lewis, Sinclair. Arrowsmith. Grosset, 1925.
A young doctor is torn between his desire to devote his life to research and the pressures to become wealthy. Fiction.

Singer, Joy Daniels. My mother, the doctor. Dutton, 1970.
A humorous biography about one of the first women doctors, who overcame some of the prejudices against a woman physician. Biography.

Wilson, Dorothy Clarke. Lone woman: the story of Elizabeth Blackwell, the first woman doctor. Little, 1970.
A story of years of desperate struggle with the status quo that won Elizabeth Blackwell her degree from Geneva Medical College. Biography.

See also:
SURGEON.

PHYSICIST

023.081

Buck, Pearl. Command the morning. Day, 1959.
See SCIENTIST.

Cline, Barbara Lovett. The questioners: physicists and the quantum theory. Crowell, 1965.
Accounts of physicists working on the quantum theory.

Tyndall, John. Faraday as a discoverer. Crowell, 1961.
Faraday began with simple physics experiments which led to his developing facts, relations, principles, and laws of the electric current. Biography.

See also:
SCIENTIST.

PSYCHIATRIST

070.108

Coles, Robert. Children of Crisis. Little, 1967.
Case studies of twenty southerners which are recorded by a psyciatrist who is interested in people who are under tension and crisis.

Frankel, Victor. Man's search for meaning. Beacon Press, 1963.
A psychiatrist's search for meaning for his life in the midst of the horrors of the Nazi death camps.

Stone, Irving. The passions of the mind: a novel of Sigmund Freud. Doubleday, 1971.
See PSYCHOLOGIST.

See also:
PSYCHOLOGIST
PHYSICIAN.

PSYCHOLOGIST

045.088

Baker, Rachel. Sigmund Freud. Messner, 1959.
Sigmund Freud began winning honors early in his life and attained fame because he realized that sick minds could create sick bodies and found ways to help the mentally ill. Biography.

Bottome, Phyllis. Alfred Adler. Vanguard, 1957.
A book based on an inspired friendship. A full-length biography of a remarkable man in the history of psychology. Biography.

Evans, Jean. Three men: an experiment in the biography of emotion. Knopf, 1954.
A portrayal of three strange and tortured men, at odds with themselves and with society. The story of Johnny Rocco, involved in a life of crime, Miller,the blind and lonely fantast, and Martin, the articulate homosexual. A good book for those interested in personality.

Green, Hanna. I never promised you a rose garden. Holt, Rinehart, and Winston, 1964.
The story of a young girl in a mental institution.

Knowles, John. A separate peace. Macmillan, 1959.
A boys boarding school in New England is the setting for these reminiscences between two roommates who are set against each other for competition. A study of a fatal relationship. Fiction.

Rogers, Carl R. On becoming a person.Houghton, 1961.
A collection of writings of Carl Rogers, a famous psychotherapist, which represent his major areas of interest. "Stated in the simplest way, the purpose of this book is to share with you something of my experience--something of me."

Stone, Irving. The passions of the mind: a novel of Sigmund Freud. Doubleday, 1971.
A biographical novel about the founder of modern psychoanalysis which covers Freud's life, his marraige, his teachers, associates, and patients. Fiction.

See also:
PSYCHIATRIST.

POLITICIAN

051.088

Anderson, Maxwell. Both your houses. French, 1933.
This play is based upon the story of an idealistic young Nevada school teacher, recently elected to congress, who attempts to fight single-handed the organised lobbyists in the Senate. Play.

Anson, Robert Sam. McGovern: a biography. Holt, 1972.
The author traces the career of the eldest son of a mid-western Methodist minister from boyhood to the presidential nomination in 1972. Biography.

Bennet, Lenore Jr. What manner of man. Johnson, 1964.
A comprehensive work of the life and deeds of Martin Luther King, Jr. The author "gets inside King's skin, and thinks, feels, and hurts like him." Biography.

Bolton, Frances P. A long way forward. Longmans, Green, 1957.
A biography of a congresswoman who concentrated her life in the 20th century revolution in the status of women. Biography.

Chisholm, Shirley. The good fight. Harper and Row, 1973.
An account of Shirley Chisholm's presidential campaign and her thoughts about politics. Historical.

Cleveland, Martha. Charles Percy: strong new voice from Illinois. Harris, 1968.
An astute biography which covers the life of Percy through the depression, to his political victory in 1966. Biography.

Daniels, Jonathan. The end of innocence. Lippincott, 1954.
"An attempt to tell what I learned of democracy from seeing in action my father(Josephus Daniels), Woodrow Wilson, and FDR."

Drury, Allen. Advise and Consent. Doubleday, 1959.
A story of a presidential nomination, a man who opposed it, and the events that followed. Fiction.

Kennedy, John F. Profiles in Courage. Harper, 1956.
Stories of famous men who shaped American politics.

Kerstein, Edward S. Milwaukee's All-American Mayor: Portrait of Daniel Webster Hoan. Prentice, 1966.
The story of a restless man who, all his life, faced up to tough assignments in order to improve the lot of his fellow men and to bring honesty to city government. Biography.

Knebel, Fletcher. Seven days in May. Harper, 1962.
A novel about an attempt to take over the U.S. government in 1974. The book is an "it can't happen here" on the White House level. Fiction.

Lippman, Theo Jr., and Donald C. Hansen. Muskie. Norton, 1971.
The son of a Polish immigrant works his way through college and a prestigious law school. This biography shows Muskie's luck at winning upset elections for a Democrat in a solidly Republican state. Biography.

O'Connor, Edwin. All in the family. Little, 1966.
A chronicle of a wealthy Irish-American family in politics. Fiction.

O'Connor, Edwin. The last hurrah. Little, 1956.
The last campaign of an old-time Irish politician in the eastern United States. Fiction.

Plimpton, George and Jean Stein. American journey: the times of Robert Kennedy. Harcourt, 1970.
This book begins with the funeral train of Robert F. Kennedy, and re-traces his life through childhood, Harvard University, and entry into politics. Biography.

Schary, Dore. Sunrise at Campobello. Random House, 1958.
A story of Franklin D. Roosevelt. Play.

RELIGIOUS VOCATIONS WORKER 120.108

Godden, Rumer. In this house of Brede. Viking, 1969.
Philippa Talbot, a wealthy young widow seeks meaning for life in the midst of cloistered nuns.

Hartley, William and Ellen Hartley. Woman set apart: the remarkable life of Harriet Bedell. Dodd, 1963.
Harriet M. Bedell, a Protestant Episcopal Deaconess, has lived a life of spiritual and physical adventure. Biography.

Hulme, Kathryn. The Nun's Story. Watts, 1956.
A sentimental story of a young nun, and her eventaul disassociation with the convent.

Lyons, Jeanne Marie. Maryknoll's First Lady. Dodd, 1964.
The life of Mother Mary Joseph, foundress of the Maryknoll Sisters. Biography.

Sister Maryanna, O.P. With love and laughter. Hanover House, 1960.
A myriad of memories of an average American schoolgirl who became a Dominican sister. Autobiography.

Sister Mary Jeremy. All the days of my life. Bobbs-Merrill, 1959.
The story of Sister Mary Jeremy, who entered the Third Order of St. Francis Regular to a life of teaching. Autobiography.

See also:
CLERGYMAN.

RESEARCH WORKER 199.288

Crichton, Michael. Andromeda Strain. Knopf, 1969.
Scientists race against time to isolate a deadly micro-organism that has killed almost the entire population of a small town. Fiction.

Dolan, Edward F. Jenner and the miracle of vaccine. Dodd, 1960.
The English Edward Jenner worked as an apprentice to a surgeon and had a thriving country practice for a while before he began experimenting with innoculation to prevent smallpox. Biography.

Gabor, Dennis. The mature society. Seeker and Warburg, 1972.
An interesting attempt at a formula for a Utopia which comes from a winner of the Nobel Prize in Science.

Hammond, Phillip E. Sociologists at work. Basic Books, 1964.
See SOCIOLOGIST.

De Kruif, Paul Henry. Life among the doctors. Harcourt, 1949.
In a limited sense, this is an autobiography which expresses a personal philosophy of life. It is a chronicle of the fight by responsible men of medicine against human disease--and against a few irresponsible but powerful beings who handicap the fighters in their struggle.

De Kruif, Paul Henry. Microbe Hunters. Harcourt, 1953.
Accounts of thirteen scientists who fought disease.

Roueché, Berton. Eleven Blue Men. Little, Brown, 1953.
These are stories which first appeared in the New Yorker. They are descriptions of cases of medical detection by the health departments of various large cities.

Sjoberg, Gideon. Ethics, politics, and social research. Schenkman Publishing Co., 1967.
See SOCIOLOGIST.

Vidich, Arthur J. Reflections on community studies. Wiley, 1964.
See SOCIOLOGIST

SALESMAN, GENERAL 289.358

Fuller, Alfred C. A foot in the door. McGraw-Hill, 1960.
A humorous biography of Alfred C. Fuller, who founded the Fuller Brush Company. Autobiography.

SCIENTIST 02,04, and 07

Buck, Pearl. Command the morning. Day, 1959.
The atomic age needs men and women who are willing to make sacrifices and assume responsibility for the advancement of science. Fiction.

Curie, Eve. Madame Curie. Doubleday, 1937.
The portrait of a woman scientist by her daughter. Translated by Vincent Sheean. Biography.

Fermi, Laura. Atoms in the Family. University of Chicago Press, 1954.
A biography of Enrico Fermi, who led the development of the atomic bomb at Los Alamos. Biography.

Jungk, Robert. Brighter than a thousand suns. Harcourt, Brace, 1958.
Some personal histories of the atomic scientists.

Patterson, Elizabeth C. John Dalton and the atomic theory. The biography of a natural philosopher. Doubleday, 1970.
A warm picture of a very human man and a balanced assesment of his work. Biography.

Pupin, Michael. From immigrant to inventor. Scribner, 1923.
"The story of a penniless Serbian boy who became one of the outstanding figures in the world of science." Biography.

Watson-Watt, Sir Robert. The pulse of radar. Dial Press, 1959.
The life story of the scientist who invented and revolutionized the modern art of war. Biography.

See also:
BIOLOGIST
BOTANIST
PHYSICIST.

SINGER AND SINGING TEACHER 152.

Anderson, Marian. My Lord, what a morning. Watts, 1956.
An autobiography of a great artist of the concert stage. Autobiography

Baez, Joan. Daybreak. Dial, 1968.
An informal autobiography of Joan Baez. This book is dedicated to the men who found themselves facing imprisonment for resisting the draft. Autobiography.

Chevalier, Maurice. I remember it well. Macmillan, 1970.
Chevalier looks back over his professional life. This book is composed of many diary-like entries. Autobiography.

See also:
MUSICIAN.

SOCIAL SCIENTIST 05

Block, Eugene B. The wizard of Berkley. Coward-McCann, 1958.
A portrait of the life and some of the most astonishing cases of scientific crime detection of Edward O. Heinrich. Biography.

MacIver, Robert Morrison. As a tale is told. University of Chicago Press, 1968.
One of America's most eminent social scientists tells the tale of his life: from Scottland, through Edinburgh University, Oxford University and on to professor of political philosophy and sociology at Columbia University. Autobiography.

Sjoberg, Gideon. Ethics, politics,and social research. Schenkman Publishing Co., 1967.
Fourteen papers on the topics, about half of them autobiographical, discussing the political and ethical problems of their research.

SOCIAL WORKER 195.108

Addams, Jane. Twenty years at Hull House. Macmillan, 1910.
This story of the origins of social work contains an autobiographical portion.

Doss, Helen. The family nobody wanted. Little, 1954.
A young minister and his wife adopt twelve children over the space of twelve years. The author describes her trouble in acquiring the children and her care for them once acquired.

Douglas, William O. Jane Addams: A Centennial Reader. Macmillan, 1960.
"Champion of the poor, pioneer in health, welfare, and social work, investigator of anti-child-labor legislation, a founder of the Women's International League for Peace and Freedom, and winner of the Nobel Peace Prize in 1931---she identified herself always with human suffering and hope." Biography.

Gell, Frank. The black badge. Harper, 1969.
A welfare workers personal account.

Greenberg, Joanne. The Monday Voices. Holt, 1965.
The story of Ralph Oakland, an official at the Department of Rehabilitation, who finds jobs for the crippled and disabled. Fiction.

Hough, John T., Jr. A peck of salt. Little, 1970.
A story of a VISTA worker in a Detroit ghetto.

Schiff, Jacui Lee. All my children. Lippincott, 1971.
A story of a husband and wife team of social workers. The book deals with a family oriented treatment approach for schizophrenic adolescents and young adults.

Tims, Margaret. Jane Addams of Hull House. Macmillan, 1961.
The life and work of the great American humanist and her relevence for our own time. Biography.

Vining, Elisabeth G. Friend for life: the biography of Rufus M. Jones. Lippincott 1958.
A Maine farm boy, troubled by his own imperfections and plagued by illness and tragedy, felt that he must care for the hungry, homeless victims in the world and became a great humanitarian. Biography.

SOCIOLOGIST 054.088

Aldridge, John W. In the country of the young. Harpers Magazine Press, 1970.
A commentary on youth and the state of American society today. Social commentary.

Galpin, Charles Josiah. My drift into rural sociology. Louisiana State University Press, 1938.
Memoirs of a man who has been called the father of rural sociology. The work includes an autobiography and the story of the beginnings of rural sociology at the University of Wisconsin and and its establishment in Washington.

Hammond, Phillip E. Sociologists at work. Basic Books, 1964.
The research experiences of thirteen American sociologists. Essays.

Toffler, Alvin. Future Shock. Random House, 1970.
An exploration of rapid changes on individuals and society. Fiction.

Vidich, Arthur J. Reflections on community studies. Wiley, 1964.
Eleven essays concerned with the connection between the investigator, his methods of investigation, his results, and his intellectual development. Essays.

See also:
SOCIAL SCIENTIST.

SURGEON 070.101

Barnard, Christian and Curtis Bill Pepper. One Life. Macmillan, 1969.
Christian Barnard reveals his agonizing personal decisions, conflicts, mistakes and hopes in this remarkable book that exposes one of the most controversial figures of medicine today.

Cohn, Isidore, M.D., and Hermann Deutsch. Randolph Matas: a biography of one of the great pioneers in surgery. Doubleday, 1960.
This biography relates the legendary medical career of Randolph Matas, his courage, determination, and interest in humanity. Biography.

Heinz, W.C. The Surgeon. Doubleday, 1963.
A novel about a dedicated surgeon. Fiction.

Nolen William A. The making of a surgeon. Random, 1970.
The author writes of his training at New York City Bellvue Hospital. Autobiography.

See also:
PHYSICIAN.

TEACHER 091.228

Braithwaite, E.R. To sir, with love. Prentice-Hall, 1959.
A black teacher finds his job cut out for him in a tough English school.

Covello, Leonard. The heart is the teacher. McGraw-Hill, 1958.
The moving story of an immigrant boy who became a great American teacher. Autobiography.

Fader, Daniel. The naked children. Macmillan, 1971.
The author writes of teaching "literacy" in a Washington D.C. high school.

Herndon, James. How to survive in your native land. Simon, 1971.
The author relates his teaching experiences and how his ideas on education have changed.

Kaufman, Bel. Up the down staircase. Prentice, 1964.
A story about a young woman teacher in her first year of teaching in a New York City high school. A humorous story based on actual events. Fiction.

Stuart, Jesse. Thread that runs so true. Scribner, 1949.
The life of a dedicated teacher in a small school in Kentucky.

Stuart, Jesse. To teach, to love. World, 1970.
The great Kentucky teacher and novelist writes about his boyhood, his school experiences, college and his devotion to education. Personal narratives.

Westlake, Donald. Up your banners: a novel. Macmillan, 1969.
A young teacher struggles with a student strike, black militants and his own self-doubts.

VETERINARIAN 073.108

Harthoorn, Susanne. Life with Daktari: two vets in East Africa. Atheneum, 1969.
Daktari means doctor in Swahili. This book relates the couples adventures in the study and healing of wild animals from their base in Kenya.

Harthoorn, Susanne. Listen to the wild. Taplinger, 1972.
The author's experiences with many wild animals in East Africa. Autobiography.

May, Charles P. Veterinarians and their patients. Thomas Nelson and Sons, 1964.
A comprehensive account of all phases of veterinary medicine.

Vine, Louis, L. Dogs in my life. Appleton-Century-Crofts, 1961.
A veterinarian relates a wealth of anecdotes, lore and practical information about dogs and his life as a veterinarian.

WRITER 139.288

Buck, Pearl S. My several worlds. Day, 1954.
The Nobel Prize winner looks back over a rich life in memories of people, places, and events. Autobiography.

Davies, Rhys. Print of a hare's foot: an autobiographical beginning. Dodd, 1969.
The author describes his years as a stuggling young writer during the 1920's. Autobiography.

Gunther, John. A fragment of an autobiography. Harper, 1962.
John Gunther tells how he has accomplished the notable feat of creating the inside books. Autobiography.

Gurko, Mirian. Restless spirit: the life of Edna St. Vincent Millay. Crowell, 1962.
The story of the American poet who became one of the dynamic personalities of Greenwich Village at its golden age. Biography.

O'Connor, Frank. My father's son. Knopf, 1969.
O'Connor relates the beginning of his life as a writer, the discovery of himself and his professional growth. Autobiography.

Roberts, Kenneth. I wanted to write. Doubleday, 1949.
See JOURNALIST.

Sanburg, Carl. Always the young strangers. Harcourt, 1953.
The story of the early years of Carl Sanburg. Autobiography.

See also:
JOURNALIST.

APPENDIX V

WORKSHOP RESOURCE PACKET

RESEARCH AND GUIDANCE LABORATORY PRACTICES

RESEARCH AND GUIDANCE LABORATORY PRACTICES PACKET

(TABLE OF CONTENTS)

Page

I. ABOUT THE LABORATORY PROGRAM

Freshmen Orientation Format 1

What Students do at the Laboratory 3

II. IDENTIFICATION OF GIFTED & TALENTED STUDENTS

Observational Techniques for Identification of the Gifted and Talented 4

Hints on the Selection of Gifted & Talented Students 7

III. LABORATORY PROCEDURES FOR WORKING WITH GIFTED & TALENTED STUDENTS

Completed first year Information Form - Arlys 9

Completed Guide to the Sophomore Interview - Mark 13

Example of Third Year Information Form 17

Completed Guide to the Senior Year Interview - Linda . . . 18

Completed High School Reading List - Arlys 24

Completed Occupational Information Checklist 28

Exercises in Relationships 29

Suggested Personal Topics for Use by School Counselors with Gifted Students 31

Checklist for Reading Personnal Essays 32

Categories for Essay Analysis 33

Examples of Freshmen Essay 35

Examples of Senior Essays 37

Example of Senior School Report 40

Example of Senior Lab Report 41

Example of Student's Reactions to University Class Visits. . 42

Teacher Input Page 43

Examples of Teacher Comments About Students 44

IV. FOLLOW-UP PROCEDURES IN WORKS WITH GIFTED & TALENTED STUDENTS

Fifty Suggestions For Providing For Superior Students Enrichment and Acceleration 46

Example of An Independent Study Contract 50

Example of Guidance Laboratory Reports to Schools 51

Example of Parent Interview Form - Kathy 75

Example of Parent Interview Form - Arlys 76

Sample Recommendations for Parents, with Samples of Parent Reactions 78

Example of Letter to Student - Kathy 82

Example of Letter to Student - Christine 83

Example of Letter From Resource Person to Student - Paul . . 84

Example of First Year After High School Education Report . . 87

FRESHMEN ORIENTATION

Purpose of the Research & Guidance Laboratory

The Laboratory provides a research and service program designed to assist anyone who is interested in the discovery and guidance of high school students who exhibit superior performance in any area. This is the eighteenth year of operation. Over 3,600 students from 90 Wisconsin schools have participated in the program since it began in 1957.

Procedures

Ninth grade students are selected by participating schools. They are counseled and tested during each of their four high school years and followed into post-high school training and careers. Reports are made annually to parents and to the schools.

How You Were Chosen to Participate

You were selected by your school faculty on the basis of a list of criteria suggested by the Laboratory. Usually it is difficult for the school faculty to narrow their choices to the few who are selected for participation. However, you are considered to be representative of the most promising students in your school.

Goals of the Laboratory

The activities for the day (written performance, tests, class visit, and interviews with staff members) are planned:

1. To help you find out the kind of things you do best and encourage the development of these strengths. We are also interested in your values and preferences. As you are confronted with important decisions later on, you should be better equipped to handle these decisions.

2. To promote innovative programs in your schools that not only reflect your own individual characteristics and needs but also enable you to become more responsible for your own education.

3. To contribute to subsequent research that can relate your present school performances and choices to achievements as they are revealed in later years. (Such research can suggest avenues of change in current high school curricula and serve as a basis for devising new programs and approaches for educational change.)

Activities for the Day

1. Written performances. During the day you will be asked to complete certain written documents such as an information form and reading list. Also you will be asked to write a brief essay.

2. Tests. Freshmen are scheduled to take two tests. Since many of the common standardized tests do not have high enough "ceilings" for Laboratory participants, we use instruments that have been designed especially for use here. They contain many challenging items and are thus quite difficult. Therefore, do not be discouraged if you encounter many items you cannot answer.

Test results are for your own information and your performance will be explained to you in an individual conference. The purpose of these tests is to help you assess your own strengths and limitations and assist you in your educational planning. Test results do not become an official part of your school academic record or transcript. Feel free to ask your Laboratory counselor any questions you might have concerning the tests or their results.

3. Class Visit. Each year you will be permitted to visit a university class of your own choosing. When you are a senior we will arrange an individual conference with a professor in the field that interests you most. In addition, time is allotted for you to visit one of the many interesting Research Centers and Laboratories on the UW campus.

4. Counseling Interviews. All students have two interviews with a counselor on our staff. The first conference usually covers your educational program, plans, ambitions, or any other topic you may wish to talk about. During the second interview, the counselor will review with you the day's performances and activities. He may discuss ways in which you might derive greater benefit from your current educational experiences. He will also provide you with vocational and educational materials.

The Laboratory staff counselors are all experienced educators. All have completed at least four years of college preparation for working with young people. Many have also completed a master's degree in counseling and served as high school faculty members. Most important, they are all friendly!

Laboratory Reports and Follow-Up

After your visit we will send a report to your school. This is usually in the form of suggestions that are deemed appropriate in view of your experiences at the Laboratory. Later we will visit your school for conferences with your parents and teachers. If you would like to see the report we write, ask your school counselor or principal to show it to you.

We look forward to your continuing participation while you are in high school and we will be interested in following your progress after you graduate.

WHAT STUDENTS DO AT THE LABORATORY

1. All students have two interviews with a counselor. The first covers the student's program, plans, ambitions and problems. In the second, at the end of the visit, the counselor goes over the performances of the day with the student and considers plans for the future.

2. Each year the students write an essay. Counselors consider their written performances with them.

3. Students are permitted to visit a university class of their own choosing. They write a report on their reactions to it.

4. Seniors may have a conference with a professor in the field in which they have shown greatest interest.

5. All students take some tests. Since many of the common tests do not have high enough ceilings it has been necessary to develop some which contain items of known difficulty and challenge. All test scores are interpreted to the student and his parents in terms of percentile. No IQ scores are used.

6. When students show high promise in any area they are encouraged to collect samples of their work which are submitted to university professors for evaluation.

7. Students fill out several information forms on activities and interests which are used for counseling and for research.

8. Many students have a chance to visit with former students of their high school who are attending the university.

9. Vocational and educational materials are provided.

10. Assistance is given when students seek admission to colleges and efforts are made to help them to finance their education with scholarships and jobs.

OBSERVATIONAL TECHNIQUES FOR IDENTIFICATION OF THE GIFTED & TALENTED

I. General Premises

A. An adequate plan for identification of gifted and talented individuals requires use of a variety of techniques over a long period of time.

1. There are many ways in which the gifted and talented may express themselves.

2. Gifted and talented performances may emerge at certain times of life and under certain opportune conditions.

B. Identification of gifted and talented individuals should be based on knowledge of the individual, of the cultural-experiential context in which the individual has developed, and of the fields of activity in which his performances lie.

1. At least some methods of identification should be individualized, yielding case data unlikely to be obtained by group standardized methods.

2. Identification methods can be locally developed, with techniques and criteria which are appropriate for the particular population to be studied.

3. The identification process should call for systematic involvement of those professionals who are acquainted with individuals through direct observation of behavior and performances.

4. The identification process should call for involvement of those persons best qualified to judge the quality of a performance or product.

5. The identification process should involve persons best qualified to understand the culture and context of individuals whose performances are being assessed.

C. Both self-chosen and required performances should be assessed.

D. Considerable freedom of expression or response should be allowed.

E. Adequacy of the identification program should be continuously re-assessed.

   1. Followup study should involve both those who were identified as gifted or talented and those who were not.

   2. On the basis of evidence obtained, methods and procedures for identification should be revised and improved.

      a. refining
      b. adding
      c. deleting

   3. On the basis of evidence, those individuals who have been misclassified may be reclassified as appropriate.

F. Evidence obtained during the identification process should provide a primary basis for programming experiences and opportunities.

   1. Gifted and talented individuals vary.

      a. skills
      b. interests
      c. values
      d. motives
      e. styles

   2. Programs for development should be organized so as to capitalize on the particular characteristics of individuals.

II. Examples of Identification and Description Procedures

A. Much of the data needed for identification of the gifted and talented may already be routinely obtained within the setting where identification is to be undertaken.

   1. Classroom and laboratories
   2. Guidance records
   3. Activities

B. *Special programs already in existence may be used to provide additional data.*

C. *Existing data may be augmented through systematic use of:*

1. *Required performances*
   - a. *Writing*
   - b. *Special measures*
   - c. *Interviews*

2. *Analysis of Self-Chosen Activities*
   - a. *Reading*
   - b. *Participation in organized activities*
   - c. *Independent activities & accomplishments*
   - d. *Work*

3. *Judgments of others*
   - a. *Teachers*
   - b. *Employers, supervisors*
   - c. *Experts*
   - d. *Other*

RESEARCH AND GUIDANCE LABORATORY
University of Wisconsin-Madison

HINTS ON SELECTION OF GIFTED & TALENTED STUDENTS

Note: Since gifted & talented students exhibit their superiority in many ways, no single test score should be used as the sole criterion on which they should be selected. Teachers' judgments, evidence of a high level of performance in any of the academic fields, students' written performances, high grades, and evidence of high motivation coupled with high test scores can all be used in the identification of potentially gifted & talented students.

In some schools principals have asked teachers to nominate their best students. The principal then joins a committee of teachers to review the nominations, considers such other factors as those noted above, and makes a list of the top students. Frequently the lists of most highly rated nominees, along with the reasons for their selection, are returned to the teachers for further consideration. Such procedures have resulted in the sending of very gifted & talented students to the Laboratory.

Combinations of some of the following characteristics are usually apparent in gifted and talented students:

1. Exhibits a great curiosity about objects, situations, or events: delves into things and is puzzled: involves himself with many exploratory activities: interests himself in a wide range of things, but may concentrate heavily on one.

2. Is self-initiating: needs little help in knowing what to do; pursues individual interests; seeks his own direction. Willing to spend time beyond usual assignments (or schedule).

3. Reveals originality in oral and written expression: consistently expresses unusually clever, unique responses or ideas; avoids the cliche or stereotype. Gives refreshing twists to even old ideas.

4. Is artistically self-expressive: i.e., music, dance, drama, drawing, play activities, and/or other aesthetic expression.

5. Generates alternatives: suggests several directions; exhibits flexible thinking through constructive departures from the main stream of thought in the classroom. Tends to figure out what is wrong with an activity and shows how it can be done better.

6. Is perceptually open to his environment; employs all of his senses in awareness of things around him; is keenly observant and alert to things that are, as well as to things that are not.

7. Displays a willingness for complexity: thrives on problem situations; selects a more difficult response, solution or problem over the easier; seeks complex, asymmetrical forms rather than symetrical forms. Quick to recognize relationships and understand meanings. Likes to get answers on problems puzzles and trick quesitions.

8. Imaginatively employs knowledge and information other than to memorize, store and recall: shapes new associations from items of information; combines elements of materials or knowledge in unique patterns.

9. Evaluates with superior judgment: employs reason and logic; recognizes implications and consequences; makes decisions readily.

10. Elaborates well: produces a variety of detailed steps; eagerly embellishes materials and ideas.

11. Hypothesizes well: possesses a sense of wonder about things; is an intelligent guesser and risk-taker.

12. Usually achieves consistently good grades in most subjects .

13. Learns rapidly, readily and efficiently.

14. Visualizes relationships from disparate data or concepts.

15. Possesses high degree of common sense: recognizes practical approaches and solutions.

16. Readily acquires, retains, and uses information.

17. Displays superior vocabulary and word usage which can be used easily and accurately.

18. Posses an inquisitive behavior; asks provocative questions; probes for the "know why" rather than merely the "know how" or "know that." Wants to know causes and reasons for things.

19. Performs academically at a level two years in advance of the class on one or more disciplines of knowledge.

20. Expresses self well in writing and speaking.

21. Spends much time on special projects of own choosing such as constructing, collecting and writing.

22. Usually scores higher on tests.

23. Shows less patience than most students with routine procedures and drills.

24. Reads a good deal and finds satisfaction in thinking about and discussing what has been read.

25. Tends to be consulted by other students for ideas and suggestions when something has to be decided.

THE UNIVERSITY OF WISCONSIN
Research and Guidance Laboratory

FIRST YEAR INFORMATION

Name Arlys **Date** 3 (day) 11 (month) 1970 (year)

School and Location ______ **Interviewer** ______ (last name)

Home Address ______ **Grade** 9 **Birthdate** 4/13/56

Father's name ______ **Telephone Number** ______

1. Are you living at home with your father and mother? Yes

2. How many brothers and sisters do you have? 5 (2 brothers, 3 sisters)
   Tell me about them.
   1 brother and 2 sisters away from home. That makes me the oldest at home. Ties aren't too terribly close to any of them, except one older sister - Sheila. The younger ones are treated with respect.

3. Does anyone else live with you? → NO

4. What is your father's occupation? Electronic Tech.

5. How much education did he have? Didn't finish high school

6. Does your mother work outside the home? No, not at present

7. How much education did she have? High school graduate

8. Is there anything that you consider to be special about your family?
   We are individuals, as far as i know
   To some extent we are alive

   The "i" is suppored to be like that

9. Tell me the names of some of your friends. (Circle names of 3 closest friends.)
   (Sue
   Tal
   Rat)

10. If I were to ask them what kind of person you are, how do you think they might describe you?
    Tal: beautiful mind Sue: ?
    Rat: abstract

11. What do you do when there is nothing that you have to do?
    Laugh at myself. Take a walk. (to look for the pieces of the world that I want to have with me. Turn on the machines and answer the mail.

12. What do you do during the summer?
I get bored I go to CSC if I have the opportunity or the money

13. What courses are you taking at school this year? What were your grades at the last marking period?

Phys Ed - ?	Speech A
Science -	Civics A
English - A	Algebra A

14. How many study halls per week do you have? 7 or 8

15. If you could spend all of your time on one of your current subjects, which one would it be?
Speech, but it wouldn't make much sense (sp?) to me to do that,

16. Why? Both subjects make you look like an individual. They have room for you.

17. Second choice?
English

18. Why?
i identify with people there— Poe, Cummings, Eliot, Ferlinghetti

19. If one subject were to be dropped from your current high school program, which would it be?
Science

20. Why? There is not enough push put to me to make it really worth the time— no one makes you work there,

21. Second choice?
Phy. Ed.

22. Why?
Lenient (sp?) instrector doesn't push hard enough. But you have to stay fit, so its probably better to leave it there.

23. What courses are you planning to take next year?

English

Driver's Ed

Geometry

Speech

am not acquainted with the courses they offer

24. In what group activities -- school, church, or community -- do you participate? (Consider activities of last year if this is early in the school year.)

None

25. Any offices in these activities?

No

26. Are there activities in which you would like to participate, but for some reason can't?

i don't know (fear and apathy there!)

27. If not, why not?

the ones i signed up for were either cancelled or i couldn't make it

28. Is there anything about your health that prevents you from doing anything you want to do?

mother restricts us at times, but we do o.k. (diabetic)

29. What occupation are you considering most as a career?

English

30. Why are you considering it?

More room for the inner self to be expressed.

31. What other occupations are you considering?

counselling
psychology

32. What has your father said about your plans for the future?

nothing

(

33. What has your mother said about your plans for the future?

nothing as far as i know

34. If you could do as you pleased, what would you like to be doing ten years from now?

Living (i.e. f), possibly teaching at something like Summerhill

35. If you were given the opportunity to finish high school in three years by doing extra work, would you take it?

yes

X 36. Why? The summers are empty and could just as well be spent learning.

37. Why not?

38. Would you like to be in classes composed only of better-than-average students?

no

39. Why?

don't like segregation

40. Why not? Because it makes it like a caste (sp.?) society

41. If you could have any three wishes, what would they be?

freedom of friendship

having friends nearby when you need them

42. Any additional information which you think will help us know you better?

look at the notebooks

43. Do you have any questions you would like to ask during the interview that you will have with the counselor?

i don't know, depends on what happens

44. To whom in your school have you gone when you wanted to talk over your plans and your problems?

Name Mr. Position English / speech

45. Any comments or questions? (over)

→ having REAL companions

THE UNIVERSITY OF WISCONSIN
Research and Guidance Laboratory

GUIDE TO THE SOPHOMORE YEAR INTERVIEW

Name Mark Date ______

School & Location ______ Interviewer ______ (last name)

Home Address West Main St. Grade 10 Birthdate May 23, 1960

Telephone Number ______

1. What changes in your family situation have there been since we last saw you?
My brother left home to go to college.

2. Fill in the following information for the current school year.

Course	Teacher's Name	Best Estimate of Grade
Biology		A
Other World in Literature		A
Band		A
Algebra II		A
Chemistry		A
Phy. Ed		B
Advanced Speech		A
Driver's Ed.	Paulsen	A-

3. What interesting experiences have you had since we last saw you?
I went to Florida this past summer. I received an "A" rating at State Forensics

4. If you could spend all your time on one of your current subjects, which one would it be? Other World in Literature

5. Why? Because I love to read. But with all my other school work, I never have enough to read for enjoyment or pleasure

6. Second choice? Band

7. Why? I like music. Again I never seem to have time to play for pure enjoyment.

8. If one subject were to be dropped from your current high school program, which would it be? Phy. Ed.

9. Why? I feel it is unimportant for my high school curriculum. It has no purpose for me it seems to be a waste of time.

10. Second choice? Chemistry

11. Why? I have learned nothing new in Chemistry
I learned the same procedures and concepts
in Introductory to Physical Science

12. Do you have enough time to complete your assignments in school? No..
I always have more work than time in school.
Sometimes I don't have enough time at home, either

13. How much time, on the average, do you spend in doing school work each night?
3½ hours.

14. List school, church, community activities for this year.
Magenta (Yearbook) Staff, Track,
Wolfcall, Forensics, Drama,
Band, Solo-Ensemble, Sophomore
Committee for HomeComing, Church Young People's Society

15. Offices held in activities
Secretary-Treasurer for
Church Y.P.S.
Business Manager for
Wolf Call (Newspaper)

16. What do you do when there is nothing that you have to do? Circle those activities that you most enjoy. Play the piano, watch television, read a book, listen to stereo, doing some type of creative craft, going to movies.

17. Any activities in which you would like to participate but can't?
I would like to be a class officer for our class. Jazz Band, Acapella Chorus.

18. What attracts you to these activities?
I like music and would like to participate in all related activities. I like to organize groups and would like to be a class officer. I also like to speak in contests

19. Why can't you participate? I have never one a class election because our class doesn't care who they elect. I would like to be in Jazz Band but there is no part for my instrument at times and so it doesn't need me at the time. I

20. Is there anything about your health that keeps you from doing things you want to do? No.
like Chorus but the teacher is very unfair
to me after a grade dispute in 8th grade
She stills holds that grudge.

21. What courses are you planning to take your third year?

English
Human Physiology
Advanced Math
Creative Writing
Band
Phy. Ed.
Moderan European History

22. What courses during your fourth year?

Physics | Phy. Ed.
Bookkeeping | Research
Band | Sociology
Psychology or American Government

23. Is there any subject in particular you are looking forward to taking in your next years in school? Creative Writing or Research.

24. Why? I enjoy to write and am looking forward to these classes, which are basically writing.

25. Given the option to finish high school in two years instead of three by doing extra work, would you take it? No

26. Why? I probably would have enough credits to graduate at the end of my Junior year, but I don't want to. I am enjoying my high school life

27. Why not? very much. I love all the Extra-curriculum activities I am in. I like the people I am workin with and I don't want to stop all this fun to graduat early

28. Would you prefer to be in classes composed only of better-than-average students? In some classes.

29. Why? In some classes where you have to work with other people. I find it difficult to work with the below-average students because they

30. Why not? "goof around" too much and they don't do much work. But in some classes where discussion is important, you need all points of view.

31. What real advantages do you see in being a better-than-average student? Very few, if any. You do have a better relationship with your teachers.

32. What disadvantages? People and teachers always expect so much from you. So I always have to work hard to keep up my reputation.

33. Who are your closest friends this year? Alan , Brian

34. What do you like about them? I can talk to them about anything and they try to help me with any of problems.

35. If we were to ask them what kind of a person you are, how would they describe you? As a smart, hard-working, meticulous person.

36. If you have a part-time job, describe what your duties are.
A paperboy. Make sure papers are delivered. All money is collected. Write out checks to company. Make sure bills are paid.

37. What occupation are you considering most as a career?
Dentistry

38. Why are you considering it? Because medicine seems to be a good field to get into because there are many openings.

39. What other occupations have you considered during this past year?
Journalist, Lawyer.

40. What has your father said about your plans for your future?
Nothing much.

41. What has your mother said about your plans for your future?
She said that dentistry is an expensive field and that it will take a lot of money.

42. If things worked out just the way you wanted, what would you like to be doing ten years from now? I would like to be in some average-sized city with my own office and practice. I would like to be a very successful dentist with a nice home car, etc.

43. If you had just one wish, what would it be?
I would love to have the time and money to travel most of the year throughout the world.

44. How would you describe yourself?
As a sincere, understanding, talkative, intelligent, and hard-working person.

45. To whom in your school have you gone when you wanted to talk over your plans ~~and your problems?~~

Name Mr. Fred ____________ Position Counselor

46. What would you like to discuss during the interview with your counselor at the Laboratory? The unimportance of Phy. Ed.

47. If you have any additional comments or questions, please write them on the back.

Research and Guidance Laboratory for Superior Students

THIRD YEAR INFORMATION

Name ______________________________ Date ______________________________
School and Location _____________________ Interviewer __________________
Home Address __________________________ Grade ____ Birthdate _________
Telephone Number ___________________

1. Any interesting experiences since your last visit with us?
2. Is there any change in your family situation from what you told us last year?
3. What courses are you taking this year? (List them and give an estimate of marks.)
4. How many study halls per week do you have?
5. How many hours homework do you do on an average evening?
6. Any problems about getting your homework done?
7. If you could spend all your time on one of your current subjects, which one would it be?
8. Why?
9. Second choice?
10. Why?
11. If one subject were to be dropped from your current high school program, which one would it be?
12. Why?
13. Second choice?
14. Why?
15. List the courses you plan to take during your senior year.
16. What do you plan to do the year after high school graduation?
17. What has your father said about your plans for the future?
18. What has your mother said about your plans for the future?
19. What occupation are you considering most as a career?
20. Why?
21. What other occupations have you considered during the past year?
22. Why?
23. List school, church, community activities.
24. Offices held.
25. What do you do when there is nothing you have to do?
26. If you have a part-time job, what do you actually do on it?
27. Is there anything about your health that prevents you from doing anything you would like to do?
28. Give me the names of your closest friends.
29. If I were to ask them what kind of a person you are, how do you think they would describe you?
30. What real advantages are there in being a better-than-average student?
31. What disadvantages?
32. Does any person expect too much from you? Comment.
33. Does any person expect too little from you?
34. If you could change your school in any way, what changes would you make?
35. If you had three wishes, what would they be?
36. To whom in your school have you gone when you wanted to talk over your plans and your problems?
    Name ________________________ Position ________________________
37. Any questions or comments?

Research and Guidance Laboratory for Superior Students
UNIVERSITY OF WISCONSIN

GUIDE TO THE SENIOR YEAR INTERVIEW

Name Linda ______ Date ______
Day Month Year
School and Location ______ High Albany Interviewer ______
Home Address RR 1 ... WI Birth Date 3-19-56
Telephone ______ Grade 12
Father's first name ______

1. Any interesting experiences since your last visit with us?

REVIEW OF FAMILY SITUATION

(This review is necessary for scholarship and admission applications)

2-3. Father's occupation? (Be as specific as you can about location and activity and what he does on his job.)
Farmer

4. Mother's occupation? Housewife & part-time secretary

5. What does she do on her job if she works outside the home?
Works in the County ~~Cou~~ Clerk of Courts Office

6. Names of older brothers and sisters. (Give their occupations if employed. If they are in school or college give the grade or year. If they are college graduates name the college.)

7. Names and ages of younger brothers and sisters.
Ronnie 15, Janice, 13, Sharon, 11, Marcia 7

REVIEW OF SCHOOL RECORD (Grades 9-12)

8. Number of English courses taken and now taking. Give names of English courses if the names differed from the usual English, 1, 2, 3, and 4. Circle honors courses. English 1, English 2, Speech, Masterpieces of World Literature, Drama, Creative Writing, American Literature

9. Looking back at all the English you have had in high school, what comments would you make? (Try to think of the subject field itself, not about teachers.) It's helped me to improve my writing.

10. Would you choose an occupation in which high performance in English was the main requirement? yes Why or why not? I like English

* *

11. Names of mathematics courses taken and now taking. Circle honors courses. Algebra I, Geometry, Algebra II

12. Looking back at all the mathematics you have had in high school, what comments would you make? (Try to think of the subject field, not about teachers.) I liked Geometry

13. Would you choose an occupation in which high performance in mathematics was the main requirement? no Why or why not? I don't really like mathematics.

* *

14. Names of science courses taken and now taking. Circle honors courses. Health, Biology, Chemistry

15. Looking back at all the science you have had in high school, what comments would you make? (Think of the subjects, not the teachers.) I used to think I hated science, but now see that none of my courses were that bad. I would have preferred to take a Human Physiology course instead of Chemistry this year though, because I really liked Health.

16. Would you choose an occupation in which high performance in science was the main requirement? no Why or why not? I didn't like it that much.

* *

17. Names of social studies (include history) courses taken and now taking. Circle honors courses. World History, American History

18. Looking back at all the social studies you have had in high school, what comments would you make? (Think of subject field, not teachers.) History depends on what the teacher makes it. I had 2 different teachers for W. & Amer. Hist. One was basic history, just facts. The other taught us both sides of the →

19. Would you choose an occupation in which high performance in social studies was the main requirement? yes Why or why not? I like history

* *

20. Names of foreign languages taken and now taking. Circle honor courses. French I, II, III

21. Looking back at all the foreign languages you have had in high school, what comments would you make? (Think of the subjects, not teachers.) I really enjoyed French I & II, but I wish there would have been a different language to take my third & fourth year.

22. Would you choose an occupation in which high performance in foreign languages was the main requirement? maybe Why or why not?

I like foreign languages, what I've had, but I'm not sure I would be capable of learning a language really well→

* *

23. Other subjects taken (list them with number of units of each):

Band 1,2,3,4 Chorus 2,3,4 Phy Ed 1,2,3,4

Typing 3 ~~Gen. Bu~~ Bookkeeping 4

24. Looking back at these subjects, what comments would you make? (Think of the subjects, not the teachers.) I wish I had another year to take all of the classes I wasn't able to fit into my schedule.

25. Would you choose an occupation in which good scholarship in music was the main requirement? yes Why or why not?
write in

I like music.

* *

REVIEW OF SCHOOL, COMMUNITY, AND OTHER ACTIVITIES

26. Activities in which you participated	27. Number of Years	28. Offices
Drama Club	1,2,3,4	
French Club	1,2,3	Sec.
Newspaper Staff	1,2,3,4	Feature &
Annual Staff	3 4	Co-Ed.
Girls Softball ~~French Club~~	3	

29. List any special honors or activities.

National Honor Society	3,4	
Pep Band	1,2,3,4	
Pep Club	2,3,4	
Forensics	1,2,3,	Co-Chairma
Wrestling Cheerleader	2,3	Captain
Student Council	2	
4-H	8 yrs.	Rep., Sec., V.P
4-H Jr. Leaders	4 yrs	Pres., Treas.

30. Looking back at these activities, what comments would you make?
I enjoy 4-H so much, because I'm able to meet so many people through 4-H.

31. Has participation in any of the activities influenced your choice of an occupation? yes If so, tell which one and how it has influenced you. newspaper & annual - I might possably take journalism because I enjoyed working on the newspaper.

32. About how many hours per week of non-required reading do you do?
7-10 hrs.

PLANS FOR THE FUTURE

33. What do you plan to do next year?
go to school

34. What steps have you taken toward your plan?

35. What occupation are you planning to enter?
possably business education journalism?

36. Why did you choose that one?

37. What other occupations are you considering?

38. Why did you choose them?

39. Does your mother agree with your educational plans?

40. Does your mother agree with your vocational plans?

41. Any comments on the two questions above?

42. Does your father agree with your educational plans?

43. Does your father agree with your vocational plans?

44. Any comments on the two questions above?

45. Who, if anyone, helped you to make up your mind about the place you have considered for post-high school training?

GENERAL

46. Is there anything about your health that keeps you from doing what you would like to do? no

47. What special problems have you met because you have been a better-than-average student?

48. What special problems have you met because you were chosen to come to the Laboratory?

49. Are there any matters about your education or future plans that we should discuss during our interview?

4 years of French

1967-68
*HIGH SCHOOL READING LIST

Name Arlys
School C
Grade 10
Age 15

One hundred forty six teachers of English, Social Studies, Science, Language and Applied Arts in 29 colleges in Wisconsin named the following books as those they would like their students to have read before coming to college. How many of them have you read?

____ Adams, THE EDUCATION OF HENRY ADAMS
____ Adler, HOW TO READ A BOOK
____ Allen, ONLY YESTERDAY
____ Austen, PRIDE AND PREJUDICE

____ Barnett, THE UNIVERSE AND DR. EINSTEIN
____ Bellamy, LOOKING BACKWARD
____ Benedict, PATTERN OF CULTURE
____ Benet, JOHN BROWN'S BODY
____ Boswell, LIFE OF JOHNSON
____ Bowen, D.C., YANKEE FROM OLYMPUS
Bronowski, COMMON SENSE OF SCIENCE
X Bronte, C., JANE EYRE
____ Bronte, E., ARTHURIAN TALES
____ Bronte, E., WUTHERING HEIGHTS
____ Brooks, THE FLOWERING OF NEW ENGLAND
Buck, THE GOOD EARTH
X Bulfinch, MYTHOLOGY
____ Bunyan, PILGRIM'S PROGRESS
Burdick, THE UGLY AMERICAN
X Butler, THE WAY OF ALL FLESH

X Carroll, ALICE IN WONDERLAND
X Carroll, THROUGH THE LOOKING GLASS
____ Carson, THE SEA AROUND US
____ Cather, DEATH COMES FOR THE ARCHBISHOP
____ Cather, MY ANTONIA
____ Cervantes, DON QUIXOTE
____ Chase, THE POWER OF WORDS
____ Chaucer, CANTERBURY TALES
____ Cheney, THE STORY OF MODERN ART
____ Clark, THE OX-BOW INCIDENT

____ Conrad, THE FEDERALIST PAPERS
____ Conrad, THE HEART OF DARKNESS
____ Conrad, LORD JIM
____ Cooper, LEATHERSTOCKING TALES
____ Copland, WHAT TO LISTEN FOR IN MUSIC
X Crane, RED BADGE OF COURAGE
X Curie, MADAM CURIE

Dante, INFERNO
X Davenport, MOZART
X Defoe, ROBINSON CRUSOE
X Dickens, DAVID COPPERFIELD
____ Dickens, GREAT EXPECTATIONS
____ Dostoevsky, CRIME AND PUNISHMENT
X Doyle, SHERLOCK HOLMES
Dreiser, AN AMERICAN TRAGEDY
X Dumas, THE THREE MUSKETEERS

Eliot, ADAM BEDE
____ Eliot, THE MILL ON THE FLOSS
X Emerson, ESSAYS

Faulkner, GO DOWN MOSES
____ Faulkner, INTRUDER IN THE DUST
X Fenton, LIFE LONG AGO: THE STORY OF FOSSILS
X Fermi, ATOMS IN THE FAMILY
____ Fitzgerald, THE GREAT GATSBY
____ Flaubert, MADAME BOVARY
____ Forster, PASSAGE TO INDIA
____ Franklin, AUTOBIOGRAPHY
____ Frazer, THE GOLDEN BOUGH

(* Compiled by the WISCONSIN COUNCIL OF TEACHERS OF ENGLISH)

____ Galsworthy, THE FORSYTE SAGA
____ Gardner, ART THROUGH THE AGES
X Golding, LORD OF THE FLIES
____ Goldsmith, SHE STOOPS TO CONQUER
____ Greene, THE POWER AND THE GLORY

X Hall, A PRIMER OF FREUDIAN PSYCHOLOGY
____ Hardy, THE RETURN OF THE NATIVE
____ Hawthorne, THE SCARLET LETTER
____ Hemingway, FARWELL TO ARMS
X Hemingway, OLD MAN AND THE SEA
____ Hemingway, SHORT STORIES
____ Hersey, HIROSHIMA
____ Homer, ILIAD
____ Homer, ODYSSEY
____ Hoyle, FRONTIERS OF ASTRONOMY
____ Hudson, GREEN MANSIONS
____ Hugo, LES MISERABLES
____ Huxley, BRAVE NEW WORLD

____ Ibsen, A DOLL'S HOUSE

X James, TURN OF THE SCREW
____ Joyce, PORTRAIT OF THE ARTIST AS A YOUNG MAN

X Kennedy, PROFILES IN COURAGE
X Kipling, JUNGLE BOOKS
____ Kipling, THE SONG OF ROLAND

X Lee, TO KILL A MOCKINGBIRD
____ Lewis, D.S., OUT OF THE SILENT PLANET
____ Lewis, S., ARROWSMITH
____ Lewis, S., MAIN STREET
X Lewis, S., ROBIN HOOD TALES
____ Lin Yutang, WISDOM OF CHINA AND INDIA
____ Llewellyn, HOW GREEN WAS MY VALLEY
X Loudon, CALL OF THE WILD

____ McCullers, MEMBER OF THE WEDDING
____ Mansfield, SHORT STORIES
____ Marquand, THE LATE GEORGE APLEY
X Marx, CAPITAL
____ Maugham, OF HUMAN BONDAGE
____ Melville, MOBY DICK
____ Miller, THE CRUCIBLE
X Miller, DEATH OF A SALESMAN
____ Monsarrat, THE CRUEL SEA

____ Nordhoff, MUTINY ON THE BOUNTY

____ O'Neill, EMPEROR JONES
X Orwell, ANIMAL FARM
X Orwell, NINETEEN EIGHT-FOUR
____ Osborn, OUR PLUNDERED PLANET

____ Parkman, OREGON TRAIL
____ Pasternak, DR. ZHIVAGO
____ Paton, CRY, THE BELOVED COUNTRY
____ Plutarch, LIVES
____ Poe, TALES

____ Remarque, ALL QUIET ON THE WESTERN FRONT
____ Roberts, NORTHWEST PASSAGE
____ Rolvaag, GIANTS IN THE EARTH
____ Rostand, CYRANO DE BERGERAC
____ Richter, THE SEA OF GRASS

____ Sachs, OUR MUSICAL HERITAGE
____ Saint-Exupery, WIND, SAND AND STARS
X Salinger, THE CATCHER IN THE RYE
____ Sandburg, LINCOLN
____ Saroyan, THE HUMAN COMEDY
____ Sarton, SIX WINGS: MEN OF SCIENCE IN THE RENAISSANCE
X Scott, IVANHOE
____ Sheridan, SCHOOL FOR SCANDAL
____ Shaw, PYGMALION
____ Shaw, ST. JOAN
____ Sophocles, OEDIPUS
____ Steinbeck, GRAPES OF WRATH
X Stevenson, TREASURE ISLAND
____ Stone, LUST FOR LIFE
____ Strachey, EMINENT VICTORIANS
X Swift, GULLIVER'S TRAVELS

____ Teale, ADVENTURES IN NATURE
____ Thackeray, VANITY FAIR
X Thoreau, WALDEN
____ Tolstoy, WAR AND PEACE
____ Turgenev, FATHERS AND SONS
X Twain, HUCKLEBERRY FINN
X Twain, LIFE ON THE MISSISSIPPI
X Twain, TOM SAWYER

____ Veblen, THEORY OF THE LEISURE CLASS
____ Virgil, AENEID

- ☒ Warren, ALL THE KING'S MEN
- ☐ Wells, OUTLINE OF HISTORY
- ☐ Wells, THE SCIENCE OF LIFE
- ☐ Wharton, ETHAN FROME
- ☐ White, E.B., ONE MAN'S MEAT
- ☐ White, W.H., ORGANIZATION MAN
- ☐ Whitman, LEAVES OF GRASS
- ☐ Wilde, THE IMPORTANCE OF BEING EARNEST
- ☒ Wilder, THE BRIDGE OF SAN LUIS REY
- ☒ Wilder, OUR TOWN
- ☐ Williams, THE GLASS MENAGERIE
- ☐ Wister, THE VIRGINIAN
- Wolfe, LOOK HOMEWARD ANGEL
- ☒ Wright, NATIVE SON

Now that you have completed the Reading Check List, answer the following questions about your general reading.

1. About how much time do you spend each week reading things you do not have to read as part of your school assignments? Check the appropriate blank.

   Hours: 0 ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___
   8 ___ 9 ___ 10 ___ 11 ___ 12 ___ More than 12 X > I dont know

2. What have the members of the school staff done to encourage your reading beyond required class work?

3. What encouragement have you received in your home?

   my sister gives me titles & books

4. List below the magazines and newspapers you read most regularly

Wood Heat Quarterly	The 5 & 10¢ Quarterly
Kids	
Read	
La X Tribune	
Milwaukee Journal	

5. What section of the newspaper do you read first?

   front Pages (3)

6. Then which sections do you read?

   editorials

7. What reading did you do during the past summer?

   All of Salingers stuff except catcher in the Ry
   & some other stuff

8. List below the titles of the books you have read in the last two months.

Raise High The Roof Beam	Carpenters &
Franny & Zooey	9 stories
Some Kafka	All the kings men
Collected Japanese Lit.	
Poetry anthologies	The Little Prince
1984	A tear & A smile
Gibran's	Plays

9. What do you like to read best? Be specific about the nonfiction and fiction areas you read.

   Poetry, Prose, & surrealistic, etc,
   stuff

RESEARCH AND GUIDANCE LABORATORY FOR SUPERIOR STUDENTS
University of Wisconsin

Name Connie
Grade 9

School
Date Feb. 4, 1969

DIRECTIONS: Below is a list of occupational booklets available at the Research and Guidance Laboratory for Superior Students. Check (X) the ones you would like to take home with you to study. The space at the bottom may be used for any specific occupations not shown on this sheet.

A. ARMED FORCES
- ____ Regular
- ____ ROTC
- ____ Service Academy
  - ____ Army
  - X Navy
  - ____ Air Force
  - ____ Marines
  - ____ Coast Guard

B. CLERICAL AND RELATED
- ____ Accounting
- ____ Secretarial

C. COLLEGE
- X Admissions
- X Costs
- X Financial Aids

D. EARTH SCIENCES
- ____ Agriculture
- ____ Agronomy
- ____ Farming
- ____ Forestry

E. ENGINEERING
- ____ Aeronautical
- ____ Architectural
- ____ Automotive
- ____ Chemical
- ____ Civil
- ____ Electrical
- ____ Mechanical
- X N.A.S.A. (space)

F. MANAGEMENT
- ____ Banking
- ____ Business--General
- ____ Careers--General
- ____ General Management

G. MATHEMATICS
- ____ Actuary
- X Careers--General
- ____ Electronic Computer
- ____ Statistician

H. MEDICINE AND HEALTH (General)
- ____ Medical Opportunities
- ____ Medical Scholarships
- ____ Nursing
- ____ Pathology
- ____ Physiology
- X Technology Profession

I. MEDICINE AND HEALTH (Specific)
- ____ Dentist
- ____ Dietitian
- ____ Medical Librarian
- ____ Occupational Therapy
- ____ Pharmacy
- ____ Physician
- ____ Rehabilitation
- X Speech Therapy
- ____ X-Ray Technician
- X Woman Doctors
- ____ Veterinary

J. MISCELLANEOUS
- ____ Advertising--General
- ____ Construction
- ____ Dance
- ____ Foreign Language
- ____ Ministry--Clergy
- ____ Reporter-Journalism
- X Y.W.C.A.
- ____ Y.M.C.A.

K. PHYSICAL SCIENCES
- ____ Atomic Scientist
- ____ Biochemistry
- ____ Careers--General
- ____ Chemist
- ____ Frontiers of Sci.
- ____ Marine Science
- ____ Microbiology
- ____ Mineral Industry
- ____ Oil Industry
- ____ Physicist

L. SALES
- ____ Food Retailing
- ____ Marketing
- ____ Personnel Work
- ____ Purchasing Agent
- ____ Sales--General
- ____ Salesman--General

M. SERVICE (General)
- ____ Foreign Service
- ____ Public Service
- X Public Relations
- ____ Internal Revenue
- ____ Social Science
- X Social Work

N. SERVICE (Specific)
- X Peace Corps
- ____ Home Economist
- ____ Lawyer
- ____ Rehabilitation
- X V.I.S.T.A.

O. TEACHING
- ____ Chemistry
- ____ College Teaching
- X Future Teachers
- ____ Home Economics
- ____ Librarian
- ____ Mathematics
- ____ Physical Education
- ____ Physics
- ____ Social Science

P. OTHERS

EXERCISES IN RELATIONSHIPS

Students at the Laboratory are asked to develop analogies which parallel a given example. They are given the following directions:

"Listed below are 30 statements containing analogies. Each analogy is comprised of two phrases. For example:

CLOTHING is to SUITCASE as MONEY is to PURSE

At least one relationship exists between the two phrases in the statement above. One relationship is that of the contained to the container. A suitcase can contain clothing just as a purse can contain money.

Your task in each of the following problems is to construct another analogy statement comparable to the one given. An example of an acceptable analogy to the one given above might be:

MILK is to GLASS as PICTURE is to FRAME

There is not necessarily one and only one correct answer to any of the following items. You may be able to identify two or three relationships. Your problem is to construct the best analogy that you can in the spaces provided. In contructing your analogy do not use any of the words given in the original. There are no tricky items having to do with spelling of words or matching of letters.

Examples of analogies:

1. EAST is to WEST as COMMUNISM is to CAPITALISM.

Your comparable analogy: Score

__________ is to __________ as __________ is to __________. _____

2. RUNG is to LADDER as STAR is to CONSTELLATION.

Your comparable analogy:

__________ is to __________ as __________ is to __________. _____

3. NORTHEAST is to NORTH as SOUTH is to SOUTHEAST.

Your comparable analogy:

__________ is to __________ as __________ is to __________. _____

4. MISER is to BANKRUPTCY as BEATNIK is to CONFORMITY.

Your comparable analogy:

__________ is to __________ as __________ is to __________. _____

5. BLACK is to CREDIT as RED is to DEBIT.

Your comparable analogy:

__________ is to __________ as __________ is to __________. _____

Suggested Personal Topics for Use by School Counselors with Gifted Students

RESEARCH AND GUIDANCE LABORATORY
University of Wisconsin-Madison

I. Structured

Topic 1 "The Dominant Influences that have Affected My Life." Perhaps it would be helpful if you keep in mind the following questions as you write:

1. In what ways have certain persons influenced my life most?
2. What social factors have an important affect on my personal life?
3. What other factors have caused me to be the person I am?
4. How will the above factors aid or hinder me in attaining what I hope to become?

2 "My Own Responsibilities in My Present Life." Perhaps it would be helpful to keep the following questions in mind while you write:

1. In what ways do you influence other persons?
2. What influence do you have on your school, home, community?
3. What conditions or factors do you know about that you would like to change if you could?
4. What personal characteristics do you possess which help or hinder you in your efforts to affect other persons or conditions?

3 "The Changing Influences that are Effecting My Life." Perhaps it would be helpful if you keep the following questions in mind while you write:

1. In what ways are certain persons influencing my present life?
2. How are present social factors having an important effect in my life?
3. What factors are causing change in my life?
4. How are the above helping or hindering me in attaining what I hope to become?

4 "The Future as I See It and My Place in the Future." Perhaps it would help if you keep the following questions in mind while you write:

1. What conditions or social factors do you foresee that you will want to affect?
2. In what ways do you intend to influence other persons?
3. What influence do you hope to have on your society?
4. What personal characteristics do you believe you have which will help or hinder you in achieving the above goals?

CHECKLIST FOR READING PERSONAL ESSAYS

I. Perceptions/Attitudes Toward:
  1. Self
  2. Parents
  3. Siblings
  4. School/School Personnel
  5. Friends/Peers

II. Sense of Personal Development:
  1. Intellectual
  2. Emotional
  3. Moral/Values

III. Locus of Control—Internal vs. External Locus of Control

IV. Sense of Personal Direction
  1. Life-Style
  2. Career/Education

V. Sense of Conformity vs. Rebellion Towards Societal Norms

VI. Sense of Pessimism vs. Optimism Toward:
  1. Self
  2. Society

VII. Other Areas of Consideration:
  1. Humor
  2. Style of Expression
  3. Imagination/Fantasy
  4. Sense of Religion
  5. Extra-Curricular Activities

RESEARCH AND GUIDANCE LABORATORY
University of Wisconsin-Madison

Categories for Essay Analysis

Sense of personal direction vs. sense of personal confusion about self and future.

0= no statement made or clearly evident
1= clear statement of purpose and goals
2= sense of purpose and goals with a few reservations
3= sense of purpose and goals with many reservations
4= some confusion about purpose and goals
5= significant confusion about purpose and goals

Sense of order and predictability vs. uncertainty and unpredictability re society, jobs, government, not including forces of nature.

0= no statement made or clearly evident
1= statement(s) that order and predictability can be basis for decisions
2= statement(s) implying that order and predictability can be found
3= some doubt about finding order and predictability
4= statement(s) implying considerable doubt that order and predictability can be found
5= statement(s) that confusion seems to be a dominant world force

Sense of own personal ability to control events in and about ones own life.

0= no statement made or clearly evident
1= statement(s) about ability to shape own future
2= statement(s) implying feeling of control over own future with some external limits
3= statement(s) implying that personal control and external limits are about equal
4= statement(s) implying little personal control with many external limits
5= statement(s) of near hopelessness about controlling events in ones own life

Sense of altruism, humanitarianism vs. egocentricism

0= no statement(s) made or clearly evident
1= clear statement of near dedication to others
2= statement(s) implying interest in others
3= statement(s) implying balance of interest between self & others
4= statement(s) implying interest in self
5= clear statement of dedication to self

Sense of many personal options vs. no personal options

0= no statement(s) made or clearly evident
1= clear statement(s) about the wide variety of careers, education, life styles, open to self
2= statement(s) implying variety of careers etc.
3= statement(s) implying narrow variety of etc.
4=
5= statement(s) that a single life style or career would be acceptable

Sense of life as a struggle vs. a pleasant journey

0= no statement(s) made or clearly evident
1= cheerfulness evident about whatever the future may bring
2= cautious optimism that the future will be personally happy & fulfilling
3= ambivalance about finding personal happiness
4= statement(s) implying that life may be a struggle
5= statement(s) about life being a struggle & a need for perseverance

Attitude of conforming to the status quo vs. rebellion against the establishment

0= no statement(s) made or clearly evident
1= statement(s) of strong support for traditional value system
2= statement(s) implying acceptance of or satisfaction with the status quo
3= statement(s) implying some dissatisfaction with the status quo
4= active challenges to the status quo with specific examples
5= open hostility toward the status quo with supporting examples, philosophic quotes or activist suggestions

/Concern areas: indicate by a + if the concern was mentioned to any degree.

____ ____ ____ ____ nuclear family (own parents; siblings)
____ ____ ____ ____ own family (future marriage)
____ ____ ____ ____ peers
____ ____ ____ ____ specific careers (as applied to own future)
____ ____ ____ ____ religion or religious beliefs
____ ____ ____ ____ ecology, environment, population
____ ____ ____ ____ communism, socialism
____ ____ ____ ____ sense of humor (wit, satire, sarcasm, puns)

FRESHMEN ESSAY

Name_______________________________________ Date_________________________

School_____________________________________

You will be given this hour to write an essay about yourself entitled, "The Dominant Influences that have Affected My Life." Perhaps it would be helpful if you keep in mind the following questions as you write:

1. **In what ways have certain persons influenced my life most?**
2. **What social factors have an important affect on my personal life?**
3. **What other factors have caused me to be the person I am?**
4. **How will the above factors aid or hinder me in attaining what I hope to become?**

(EXAMPLES OF STUDENT RESPONSES - UNEDITED)

"Many people say you have a better chance at _____ for special help and activities. This I don't believe because as the freshmen turn to sophomores, the class divides into two groups the "fast" group and the "slow" group. The "fast" group smokes and drinks, etc. and the "slow" doesn't. Personally I can't stand the smell of beer and I don't like people who smoke.

Church has changed my life in some ways. This year we have ____ class and we're learning about God and Jesus to get a better understanding of Church. My teachers are _____, who are Negro's which makes me feel very strong about racial relations and segregation, because God created all of us and we should be able to live under the same sky together.

I am somewhat spoiled but I can tell whether what I want is unreasonable or not, and I try and usually succeed to keep my wants down.

Seeing other people in various conditions has made me ask myself, 'Do I want other people to think that of me?' Often people chewing gum bother me for no reason. (That's why I seldom chew it.)

My parents are both wonderful people and I am proud to say they are my parents. My dad gives me particularly a good example because when there is work to do that has to be done because it's his job and he feels he must. That is much the way I feel about school work. The more I hate the subject the harder I try."

THE DOMINANT FORCES THAT HAVE DIRECTED MY LIFE

"My father graduated from Purdue's school of engineering and my mother took a two year course in teaching.

There has never been any real push for me to go to college. It just never occurred to me that I might not go to college.

I have always planned on going to college but I don't know exactly what I want to be.

It would never work out if I didn't go to college, because everything I would do people would think it the name, and I want tc make it on my own.

Summarizing, I think the most dominating effects on my life were, my grandfather and the _____ name, and their effect on me has made me want to get more things on my own."

THE DOMINANT FORCES THAT HAVE DIRECTED MY LIFE

"Of course a life without a goal is not complete. My goal has been to reach the height of success that my father has reached. He is an engineer and I wish to be a physicist. It is true these fields are far from being twins. It is not, however, his occupation but his happiness and success that I am reaching for. My goal is far from an easy one to reach for he has acquired success and fame at every turn. He has acquired this through constant effort. It has not been easy for him and I also hope it will not be easy for me. If one's choosen vocation is too easy that person, in my opinion becomes weak and lazy. This is why I have choosen my father as my living goal."

THE DOMINANT FORCES THAT HAVE DIRECTED MY LIFE

"From as far back as I can remember, there has usually been an air of humor about our home. Thus, I have gained a sense of humor, and it's not very often that I am without it. It has been a partial, if the total, reason that I have never had any trouble with my teachers."

THE DOMINANT FORCES THAT HAVE DIRECTED MY LIFE

"Being alive, I can credit to my parents; which makes a good starting point for the topic. My parents are probably the most important factor in the directing of my life. For instance, manners, habits, and setting of daily routines all come from my parents. They decide when I should get up, time to go to bed, what school I go to, and hundreds of less important things. Being a boy instead of a girl makes an awful lot of difference as to what kind of person you are going to be."

SENIOR ESSAY

Name ______________________________ **Date** ____________________________

School ____________________________

You will be given this hour to write an essay about yourself entitled, "The Future As I See It and My Place in the Future." Perhaps it would help if you keep the following questions in mind while you write:

1. *What conditions or social factors do you forsee that you will want to affect?*
2. *In what ways do you intend to influence other persons?*
3. *What influence do you hope to have on your society?*
4. *What personal characteristics do you believe you have which will help or hinder you in achieving the above goals?*

(EXAMPLES OF STUDENT RESPONSES - Unedited)

"My future, as I see it, is going to be interesting. I don't expect to settle down to one occupation and make that the primary interest in my life. Instead, I will concern myself in a number of areas and devote some part of my life to each one of them.

I shall probably have several of what the less ambitious call 'careers'. I may be earning my living doing biochemical research and writing a novel at the same time - or formulating my theories of education while writing a newspaper column on politics. I'll try not to make the mistake of studying too many areas and accomplishing nothing. I expect to discover about 4 or 5 general topics that fascinate me the most and really concentrate on learning about these things.

I will utilize my talents and abilities to the utmost in these fields, but I'll have no qualms about dropping one interest and aquiring a new one. Without a doubt I will find one job that will stay with me for my entire life, and the other interests will remain in flux as I grow in knowledge.

My main goal is to satisfy my desire for studying what is vital to mankind and to utilize my abilities wisely. I am not of the opinion that narrowing my fields of endeavor is a good thing - at least at this time. I shall have to gain more experience in science, writing, education, history, economics, and politics before I make any decisions. This may take me 30 years."

THE FUTURE AS I SEE IT AND MY PLACE IN THAT FUTURE

"The future, as I see it, seems rather like a two sided coin, one side good and the other side rather forboding.

The good points are the promise of the future. The promise which greatly depends on the basic rights and concepts of our country. Included in these good points are, hopefully, a college education, a satisfying job, happiness and friendship.

The forboding side isn't really bad, but includes worries, indecision and wonder about the future and courses I should take in the future. Some of the major indecisions facing me now which will have to be answered in the near future include what college I am going to attend. Should I attend a large school or small? Can I afford a private school? Then, after choosing a school, what subjects should I take? Choices such as these will probably effect the rest of my life, and so I want to be certain I make the right choices.

As of right now I am undecided about these and other questions. However, they aren't really causing any great pressure yet, but I know that the decisions must be made.

As far as my position in the future, I know that I have various obligations and duties which must be completed. These include duties to parents, community, and school as well as to Uncle Sam.

It is my hope that I will be able to take my rightful position in the future and that I will be able to meet these obligations to not only others, but to my own satisfaction."

THE FUTURE AS I SEE IT AND MY PLACE IN THAT FUTURE

"Unlike many girls my age, I'm in no hurry to get married. I want to travel and have a career before I settle down. I have a certain talent for English and I want to help others understand and enjoy it. I want an education and a career first, then marriage.

I don't go for false humility. I know by now I'm a very intelligent person. I'm unconventional, forthright, awfully critical. I think I'm vain. I am, but I'm not going to change it. I'm vain of things I do well, but I also recognize the good things about other people, so it doesn't seem wrong. They (referring to parents, school, 'the powers to be') don't quite know what to do with me. They want people to be beautifully modest, humble people. Humility is really prized."

THE FUTURE AS I SEE IT AND MY PLACE IN THAT FUTURE

(I couldn't think of anything particularly
important, and so ---)

Ah, the future, as I see it,
Will hold problems for us, be it
Ten years hence or just now.
But I possess the will to meet 'em;
I alone might well defeat 'em,
Though, of course, as yet I'm not sure how.

But when my big chance does arise
You can bet I'll realize
My place in life's great all-important show.
If someone plays the various leads
And handles all the other deeds,
I'll come and sit somewhere in life's front row.

As active marchers pass me by,
With victory flag araised on high,
A symbol of success, of fulfilled word;
I'll be the first with smart salute.
I'll raise a cheer; I'll not be mute.
But I'll be standing over on the curb.

THE FUTURE AS I SEE IT AND MY PLACE IN THAT FUTURE

"The future as I see it is an immense blur. The future as I would like to see it is that of a multi-lingual hermit, and a forest ranger in my own private forest. There would be a music place with an organ, a piano, and other instruments, and a stereo set up, with all the music and all the records in the world, for enjoyment. For occupation, I could do various pointless translations, if I'm interested in languages, or something else if I'm interested in something else. There would be a large lake in my forest, and sailboats and canoes, and one motorboat. The library would be self-renewing and have the latest books as well as the classics, without the bother of checking them out or a two-week deadline.

The place would be the Elizabethan half-timbered style with lots of fireplaces and central heating.

Of course, it is extremely unlikely that I could accomplish all this in one lifetime. I would need four or five. In order to fully understand life, it would be necessary to live, like Orlando (Virginia Woolf) to live 300 years between the ages of 19 and 36 and change sexes."

Research and Guidance Laboratory
UNIVERSITY OF WISCONSIN

Senior School Report

(Examples of Laboratory Students' Responses)

In the time allotted write about your high school experiences (grades 9 to 12). The three questions below are guides but in the last one you are free to write whatever comes to mind.

1. Looking back at your high school experiences, suggest ways in which high school might have been made more *valuable*?

"Our high school is short of facilities, especially in the sciences. I wish that I would have been able to spend more time in labs, especially chemisty. I have been exposed to many areas, but I've never had a good social studies teacher which will probably be a big hindrance in a few years."

"It's too late to help me now. I'd like to change the past, but you can't. I won't know how valuable or invaluable my high school years were until I go on in education and see if I can notice any difference in my reactions and the reactions of students from other schools."

2. How could your experiences have been made more *interesting*?

"I've had a few boring classes, but I suppose that they are to be expected. Mostly, I've been quite interested in high school, especially in the last few years when I have been able to choose more of my classes."

"I'm not sure, since I'm not very aware of what is going on in education elsewhere. The teachers may be at fault, but I really don't know since all my experiences were at one school."

3. We would like to have any comments you would like to make about your school experiences over the last four years. Use the space in any way you wish. Write on the back of *this* sheet if you need more room.

"I have kept myself quite involved in many extra activities, which has made my high school experience more interesting. I've missed quite a bit in a small high school that would have been available in a larger school. Our school offers a lot for its size and on the whole, I've been quite satisfied with my last four years."

"I feel tha last four years have done little to stimulate my mind. I've learned how to play the education game. However, factors outside of school have stimulated me this year, so I am gaining something in two classes. I am over anxious for college."

SENIOR STUDENTS

Name ____________________
School ____________________
Date ____________________

This is your fourth visit to the Research and Guidance Laboratory. In the time allotted to you please write a statement as long or short as you like on how you feel about your experiences at the Laboratory.

(EXAMPLE OF STUDENT RESPONSE - Unedited)

I really believe the Lab has done much for me. Because of it, __________ has made some effort to "interest me in the school," and has been more willing to make allowances for the Lab members.

The most beneficial experience has been the counseling sessions. Apparently I am a person who needs to spill her soul to captive ears, and the Lab's counselors have been pleasantly captive. I always leave Lab rejuvenated and optimistic -- almost everywhere else, I'm pressured to smother my intelligence in order to fit, but here it is an honor to be superior.

I appreciate greatly the efforts made to put me in college sooner; there was a lot of thought done, and everyone seemed willing to talk to me. Visiting classes was exciting; I have luckily chosen stimulating ones. Thus I'm brainwashed for college education!

The Lab has been worthwhile in that it has helped me understand myself. Rarely does a teen-ager have the opportunity to critically analyze himself under a qualified person's guidance. I sort of save up all my confusion and then pour it into the tape recorder.

I would definitely suggest never having the Lab in the summer (we did), and keeping the groups small.

Please continue to keep in touch; though, I'm sure I'm receiving most of the benefits, I'm glad to be of use in helping other students in H.S. to exist happily.

If it were only possible - a two-day session or meeting twice a year. I have gained so much, yet I always leave feeling you don't know enough about me, and that I don't know enough more about myself.

Being a guinea pig isn't so bad. Perhaps, I shall be visiting you often this spring, if it's allowed.

Research and Guidance Laboratory

CLASS/TOUR VISIT

Name____________________ School________________

Date____________________ Grade________________

Class/Tour you wish to visit____________________

Location of class/tour____________________

Professor____________________

****
****

CLASS/TOUR REACTION

(Examples of Laboratory students' reactions to class visits)

Karen - Animal Biology: "I felt it was a very interesting class, the teacher made everything well understood. For the few minutes I was there, I felt I learned a lot. I hope to take that class. Meiosis was the subject taught."

Mark - Introduction to Social Psychology: "The class was about actions and perceptions. It was a continuation of a lecture before so I could not get the idea of the talk. It was so different from the discussions we have at our school. People smoking, talking, or sleeping distracted me so I couldn't get the idea of the class. He talked through a microphone and it did come through clear. The teacher seemed to be talking to himself, things not pertaining to the talk. It was very boring and I didn't learn a thing. It also seemed that no one was listening to him and it seemed that no one even cared. It was so different to me."

Michael - Wildlife Ecology: "The structure of the lecture was good, and the subject was interesting. College lectures or classes alone seem to have no definite time to arrive. I would find it hard to take notes when the professor discusses the subject very quickly. We learned in class about the habits of predators. They tend to single out the weak, sick, or deformed as prey. The percentage of a species of raven called the Rook (in Europe) killed by Falcons, 42% were deformed. Many other predators also kill weak animals."

Jill - African Poetry: "This class would probably be good once you got into it - but I really didn't know what the professor was talking about so I didn't get much out of it. I liked the class atmosphere - it was relaxed and pretty comfortable. I thought it would be different though - while we were there, they were into the theatre-stage, part of a play on Africa. I thought they would read poems about Africa or in the African language. Other than that - the professor seemed nice and was willing to discuss all aspects and ideas about the play they were studying."

(Continue on other side)

TEACHER INPUT PAGE

TEACHER'S NAME:______________________ DATE:__________________________

SUBJECT:_____________________________ SCHOOL:________________________

________________________________ is one of several students from our school participating in the program of the Research and Guidance Laboratory for Superior Students at the University of Wisconsin in Madison. The Guidance Laboratory staff has asked that you (a) indicate how this student is doing academically in your class and (b) offer comments or observations concerning this student's academic performance and/or personal development.

Please return this sheet to ____________________ by______________. Thanks for your time and help.

STUDENT'S TENTATIVE GRADE IN YOUR COURSE________

WOULD YOU DESCRIBE THE QUALITY OF THIS STUDENT'S PERFORMANCE IN YOUR CLASS AS ___CONSISTENT, ___ IMPROVING, ___DECREASING, OR ___ OTHER (Describe in your own terms):

COMMENTS OR OBSERVATIONS REGARDING STUDENT'S ACADEMIC PERFORMANCE AND/OR PERSONAL DEVELOPMENT:

Not confidential unless so stated by you.

TEACHERS' COMMENTS

BIOLOGY:	Peter is one of the hardest workers that I have ever encountered. He is very meticulous in his work and tries hard to improve his "weak" points. Sometimes I feel that his concern for little insignificant points may be hampering his overall progress. Good choice for Superior Student.
ENGLISH:	Peter is especially adept in oral expression and his ideas and opinions are valued by his classmates. He isn't afraid to argue any matter about which he feels strongly, nor does he hesitate to question decisions, corrections, even authority if he feels it necessary, but he never loses his consideration for others in the process. He is quick to grasp ideas and concepts and to analyze situations in literature. He is a thinker and an excellent writer, although his writing is a bit careless from the standpoint of mechanics.
GEOMETRY:	Could be very good but he is spread too thin. Does not possess the keen analytical mind needed in math. If he would concentrate in this one area it could easisly be developed. The intelligence is there.
GERMAN II:	He's superior all the way.
GYM:	Peter at times can be a follower rather than a leader. Has to learn to lose along with winning.
SOCIAL STUDIES:	Tries hard, and succeeds. Has a good sense of humor too.

Teacher Comments on John

ENGLISH-JOURNALISM	Very capable. Inclined to procrastinate at times and to rely on the ease and quickness with which he can work. As a result, his achievement is not always top notch. However, he is definitely superior to most of his peers.
SOCIAL STUDIES	An excellent, sharp mind. Tremendous potential. Things come almost too easy for John. He depends on getting by on his quick wit and is inclined to do just enough to get by. He does excellent work when he puts his mind to it. Has a hard time keeping quiet when it is appropriate.
BIOLOGY	Often becomes interested in things on his own and carries them out to satisfy his own curiosity.
ALGEBRA	A lot of ability going to waste. If John ever finds a purpose in life, he will be a powerhouse. Right now John is too content to get by without too much exertion.
FRENCH	John is a superior student, but seems to come by this without too much effort. He is inclined to be rather "lazy" and content to do what is required of him and stop there. He does not take on any additional, more challenging work unless prodded. He is also lacking a bit in responsibility. I assigned him a skit to re-work for the PTA program several weeks ago, and told him to finish it as soon as possible. I ended up reminding him almost everyday to get it in. He finally did the other day. He was the first person I informed about writing the skit, and about the last to finish the task. In class his attitude is good usually. However, when he can do something in class and the others cannot (some type of reply in French which might be difficult) he can be rather "cocky".
BAND	I feel John would be more dependable if he did not have so many "irons in the fire." His initiative runs about parallel to the interest that he takes in a matter. He shows fine ability to think and to analyze.
PHY ED	"Growing up" everyday. He has the problem of not thinking before he acts in many cases. Immature at times in actions and words. He must be spoken to at intervals in order to put him on the right track.

Research and Guidance Laboratory for Superior Students

THE UNIVERSITY OF WISCONSIN
MARATHON COUNTY CENTER
WAUSAU, WISCONSIN

FIFTY SUGGESTIONS FOR PROVIDING FOR SUPERIOR STUDENTS
ENRICHMENT AND ACCELERATION

1. A high standard of scholarship should be required of all those who are capable of it.

2. Class requirements may be reduced for those who have demonstrated proficiency in the material being covered.

3. Students may be given different class assignments. Superior students may be given assignments of greater length and depth than others. All students need not use the same textbook. Some may use college texts.

4. Students may enroll in advanced classes. Decisions about such enrollments should be made upon evidence of attitudes, previous performances and achievement tests.

5. Students may enroll in two classes which meet at the same time and attend alternately or as instructors arrange it.

6. If a student has study halls and another activity on alternate days, he may audit a class instead of going to the study hall.

7. Students may take more than the usual number of classes.

8. Students may be put in special seminar groups.

9. Honors classes may be offered when numbers permit.

10. Students may elect two-year sequences in which two or more subjects are taught in combination (physics and chemistry, or world history, American history and geography).

11. Students may be encouraged to do additional work within regular classes. Such additional work should not involve just more of the same work.

12. Students may be given advanced or additional high school credit for research work carried out in addition to regular class work.

13. Students may be given special opportunities in music, art, drama, dancing, writing, mechanics, photography, and the like.

14. Students may be given special instruction in reading, spelling, English, mathematics, and other subjects. Many may need reviews or short intensive drills to correct difficulties.

15. When schools are near a college or university, students may take courses at them.

16. Students may participate in the Advanced Standing Classes Placement Program. Address: Program Director, College Board Advance Placement, Box 592, 425 North Street, New York 27, New York.

17. Students may participate in independent guided reading programs.

18. Students may participate in independent studies programs in which they sign up for credit with a teacher but no scheduled classes are held.

19. Students may be encouraged to form and take part in discussion groups on topics not handled in the regular classroom.

20. Students may be asked to share reports on research. They can be encouraged to go beyond textbooks into original and other source materials.

21. Students may elect "early bird" classes in skills courses and those that require special equipment.

22. Summer school programs may be offered for enrichment and advancement as well as for make-up work.

23. Students may take a course during the summer under the supervision of a teacher. This permits them to take an extra subject during the following year.

24. Students may take university correspondence courses.

25. Students may attempt to complete four years of high school in three years or less.

26. Students may enter college under the early admissions plan approved by the University of Wisconsin and many other colleges and universities.

27. Students may act as assistants in classes and as laboratory assistants in science classes.

28. Students may do independent work in laboratories and workshops outside of regular classes. The writing of reports on their independent work can be a very valuable experience.

29. Students may participate in essay contests, art and science talent searches, music clinics, forensics contests, etc.

30. Students may participate in community action groups such as recreation and planning committees.

31. Students may be encouraged to participate in forums, special lectures, and other forms of speech activities.

32. Students may participate in special organizational activities such as:

Teen Age Book Club, 33 W. 42nd Street, New York 36, New York.
Science Talent Search Programs, and
Junior Engineering Technical Society (the Jets Clubs),
  National Headquarters, College of Engineering, Michigan State University, Box 470, East Lansing, Michigan
Science Clubs of America, 1719 N Street, Washington 6, D. C.

33. Students should be informed about occupational and training opportunities in the field of study.

34. All students should be required to proofread their written work.

35. Students may be referred to men and women in occupations in which they indicate interest.

36. Students may use the public library during school time when their class work is satisfactory.

37. Competent community members may be asked to appraise students' performances in various areas.

38. Try-out vocational experiences (teaching, nursing) may be arranged for students interested in particular occupations.

39. Community leaders may be used as resource persons in study groups within and without the school.

40. The number of co-curricular activities in which students can participate may be limited.

41. Students who do not volunteer for activities but who could profit from participation in them should be invited to participate.

42. Special facilities (darkrooms, radio studios, greenhouses, observatories), books and periodicals for special interest groups should be provided.

43. Attendance at special institutes and clinics should be encouraged.

44. Provision should be made for special help for those who have difficulties which prevent them from performing at the levels that might be expected. (Examples include spelling, handwriting, speech, inadequate knowledge of arithmetic fundamentals, grammar.)

45. Attention should be called to scholarship opportunities that are available only to certain groups.

46. Conferences with both parents throughout the students' high school years to assist in planning for college should be arranged.

47. Test scores should be interpreted to each student during individual conferences.

48. Provision should be made for adequate library books, references, and periodicals to permit individual research.

49. Successful college students should be encouraged to return to the school to tell students about problems in adjusting to college.

50. A follow-up study of superior students in colleges should be conducted and questionnaires should be kept on file so that students who plan to go to a particular college may learn about it from the students' point of view.

RESEARCH AND GUIDANCE LABORATORY
University of Wisconsin-Madison

EXAMPLE OF AN INDEPENDENT STUDY CONTRACT

Contract for Released Time Independent Study

Student David Nichols
Date 2 October 1975
Teacher Mrs. Paulson
Year in School Junior
Subject Involved Algebra II

Previous courses that generally relate
Arithmetic Grade School
Algebra I
Geometry

Objectives of independent study

1. David's first objective must be that he provides himself a strong, basic foundation for future mathematics courses.
2. He must develop initiative and independent thinking.
3. He must feel an obligation to live up to his own potential rather than be guided by the abilities and inclinations of others.
4. Especially it is desired that David will continue to develop a genuine interest in and love of learning.

Plan of action to attain objectives

David will be released from regular classes and homework to study independently. He will expect to keep up with the material covered in class, and use reference books to supplement this material. However, he will be free to pursue interests purely his own in the field of mathematics. Vannatta, Meserve, and Allendoerfer are suggested for supplementary texts.

Evaluation

He will take regular class tests, but will not be placed on the class curve. His independent work will be evaluated by the teacher in informal discussions. Independent study will continue as long as both the teacher and student feel it is beneficial.

Mrs Paulson
Signature of Teacher

David Nichols
Signature of Student

Mrs. L Nichols
Signature of Parent

For a variety of independent study contracts for use with gifted students, write to: Office of Superintendent of Public Instruction
State of Illinois

FIRST GUIDANCE LABORATORY REPORT

October 10, 1974

High School

Mark
Mary
Jennifer
Chris

As is customary the first year that students attend the Laboratory, the ninth graders met as a group with the Laboratory director rather than in individual sessions with staff counselors. Hence this is a group report.

Purposes of the Laboratory were explained to the students. Research, service to students, and school program change and innovation goals were discussed. It was stressed to these students that the real importance of their participation, both for them as well as for other members of their school, is probably not to be felt merely by their attending the Laboratory one day per year. Rather it is to be experienced in terms of follow-through activities which they and their teachers engage in as a result of their Laboratory participation.

We spent some time discussing criteria for selection into the program. They were encouraged to think about the particular traits or qualities each of them possessed which led to their being selected. They indicated that they were aware of other students in their class who probably exhibit potentialities as strong as their own. From the discussion it was also clear that they were not all selected for the same reasons. In terms of style, interests, goals, motives, and performances, they differ not only from other ninth graders but also from one another.

October 10, 1974

It follows that they probably should not receive a standard experience in school, or in any particular class in school. Their experiences should differ from ninth graders in general, and at least sometimes their experiences should vary among themselves. It was stressed that part of the responsibility for individualizing their education belongs to the school, but part also belongs to them. As they go through school they will be encouraged to assume increasing amounts of responsibility for planning and implementing their own learning experiences and proposing them to teachers as additional or alternative projects. Hopefully they will receive encouragement from their teachers to do this whenever it is appropriate.

We have become accustomed to expecting a delightful experience when youngsters attend the Laboratory. This year was no exception. The new participants from the ninth grade class were a most attractive and congenial group—easy to converse with and obviously happy to be here. Very few communities send us groups of students who reveal so many positive qualities. These youngsters must be a source of pride and satisfaction for their families and their school.

Following are results of the WITS-Verbal and Quantitative testing of the ninth graders:

	Verbal	Quantitative
Mark	39	22
Mary	30	19
Jennifer	36	16
Chris	38	13

All these scores were well within expected ranges for freshmen who come to the Laboratory. The verbal scores were clustered below the Laboratory average (42) and the Quantitative scores were slightly above (16) in terms of the group. It is interesting to note that these students are among the minority who have an opportunity to take algebra in grade eight. Would an advanced option in English help them in the verbal area? If an advanced option is already available, would some changes in coverage be useful? The WITS-Verbal does not call for skill in all important verbal areas, but it does call for fluency with a large vocabulary. Persons who have knowledge of many word meanings, and who can employ words in situations where fine discriminations in meanings are required, score in high ranges on the test.

Teachers seem to agree that CHRIS ..s a pleasant person who is well-liked and respected by her classmates. Concerning her personal qualities teachers use such words as "cooperative, considerate, enthusiastic, inquisitive." There does not appear to be agreement regarding her level of maturity or her consistency as a student. Differences of opinion may be partly due to the fact that people do not always mean the same thing when they use such a word as "mature." Differences may also be due to the fact that Chris does not behave the same way across different situations.

Chris is currently thinking about careers in psychiatry, psychology, counseling, and related "helping" professions. Although career interests of ninth graders are usually subject to change, there are some reasons to believe that Chris should give some serious thought to these choices while they are of interest to her. Both her teachers and her classmates seem to regard her as concerned about others and respected by others. She makes insightful statements about herself and about her relationships with others. She enjoys working with other students--helping them with their studies and talking with them about their problems and goals. She likes people and she likes challenging activities. Possibly the readings listed below will help give her a feeling for the potentialities of a career in counseling or psychotherapy. She has already done some reading in the area, but more is indicated.

H. Green - I Never Promised You a Rose Garden
R.W. White - Lives in Progress
J. Evans - Three Men, Three Faces of Eve
(Unremembered) - The Fifty-Minute Hour
T.A. Harris - I'm O.K.--You're O.K.

Possibly also her teachers might think of ways to help Chris connect in her own mind the relationship of social studies courses to the problems and issues a psychotherapist encounters on the job. Are there ways, for example, to investigate the impact of culture or political systems, or historical times, on the personal and social problems and needs of individuals and groups? Perhaps some research into such a question would help her develop deeper interest in social studies.

October 10, 1974

An interesting and useful activity for both Spanish and social studies might be for Chris to develop a pen pal relationship with someone in Spain. There is a woman in Pontevedra, Spain, who is a teacher of English as a foreign language. She possibly would have someone in mind who would like to discuss with Chris a variety of personal, social, philosophical, or political-historical topics. Her address is:

Maria Paz de Olives Mercadal
Palacio de Justicia
Pontevedra
Spain

MARK seems to be characterized by others as well as by himself as a conscientious and hardworking boy. Partly because of standards emanating from his parents and brothers, and partly because of his own standards, he expects a lot of himself. He sets high goals and works hard to attain them. It appears that he has developed habits of thoroughness and good organization of time and effort which are a great assistance to him in achieving his goals. He is also very quick to learn, and is not at all without a light side and a sense of humor.

Mark has thought of medicine, journalism, and teaching as possible career choices. He is beginning to wonder what kinds of activities and training are best for entry into these fields. In connection with these interests, he might find Arrowsmith, Way of a Transgressor, and Up the Down Staircase useful reading. Each book would provide a vicarious experience in one of the three fields.

Mark likes to write. Perhaps he would enjoy spearheading a yearbook in which writing and art work or poetry of students could be printed. The attached example for may stimulate his thinking about this. If he is not already doing so, perhaps a column in the school newspaper would be a worthwhile undertaking for him. According to his English teacher he is ready to get systematic practice in writing larger units of material. Kenneth Roberts' book I Wanted to Write, an autobiography, would probably interest Mark. This book would be a good addition to the school library if it is not already there. It should be of interest to any young person who thinks about a career in writing.

Mark seems to require very little outside direction for much of his school work. He also finds that some classes move more slowly than he needs. Since he is busy, it might be worth thinking how he could save time by not attending some class sessions in lieu of working on other worthy projects. His performances in math and in English, and his development in those subjects, may possibly be enhanced by pursuing a specialized schedule of class attendance and independent work.

In the minds of the four students themselves, MARY seems to be a standout. During our group discussions here they were presented with a list of eleven adjectives which summarized comments made by their own teachers. These adjectives were:

enthusiastic
competitive
conscientious
idealistic
creative
physically active
inquisitive
hardworking
responsible
fun loving
studious

Each student was asked to write the name of the person in the group who was most representative of each adjective. Of the 44 responses, Mary received 19. In the viewpoint of the students there was strong agreement (three out of four) that she was inquisitive, competitive, physically active (4 of 4); and she received two choices as the most studious and the most hardworking. It appears that the students view corresponds quite closely with teacher remarks. Perhaps surprisingly, this is not often the case.

Mary has thought of medicine as a possible career. Contrary to what is often the case when a girl thinks of becoming a physician, she receives encouragement to consider medicine as a viable alternative. If she is to realize such a career her grade-getting ability will be an important factor. It may seem, at times, that she is perhaps too competitive or too concerned about grades. Yet the facts seem to indicate that, except in unusual cases, those who gain admission to medical schools are highly effective grade-getters in pre-medical education. At the University of Wisconsin, for example, an undergraduate GPA of 3.60 (on a 4.00 scale) is not particularly competitive among medical school applicants. Nobody seems to ask whether such high academic records symbolize instrinsic or extrinsic returns for the students, even though this may be an important question.

If Mary, or any other student, seems to be overconcerned about grades, what shall we do about it? We are the system in which Mary is required to succeed. We develop and sustain grading systems. Virtually nowhere else in life (meat packing plants excepted) do grades have any meaning at all. What teaching and guidance strategies can we develop to keep grades in their proper place? And how can we assist students to learn to deal with the system so as to keep appropriate emphasis on educational and vocational goals and on personal development.

A word of advice to anyone who ever must write reports like this one: Save the JENNY until last. Then, just as you begin to wear down, you will have somebody exceptionally delightful to talk about. Jenny says she has a mind of her own. No information we have from any source seems contrary to that. The impression she created in the group discussions here was one of genuineness. She was a ready and articulate contributor to our conversations, and she displayed wit and insight in herrremarks.

If the impression Jenny left here is accurate, then it would seem that she is a very easy person to become acquainted with. She seems to be direct and to the point, and she seems to enjoy open conversation. If she displays these qualities in her school, then she makes good teaching and counseling a simple task.

Almost all of Jenny's teachers used the words "mature" and "responsible" in talking about her. Some of her comments here seemed to support the idea that she is indeed exceptionally mature and responsible. She has a number of thoughts about her school which, if considered seriously by her teachers and administrators, might have worthy potentialities for herself and for other students at She has some ideas, for example, about practical physical skills which girls might be interested to learn through the physical education classes. She might be a good campaigner for anyone who is working on adequate physical facilities for schools.

Jenny says she wants to become an orthodontist. Since her father is a dentist it would seem that she has some background for considering such a vocation. If she continues to think of this career, or of any other long-training career, it may be useful to consider how she could accelerate her education.

Jenny seems to place high value on her own independence. One of the reasons she has thought of a career as an orthodontist, for instance, is that she could be self employed. She stresses in a variety of other ways the importance she attaches to being independent. Would she be a good candidate to undertake some high school courses on an independent basis? This kind of experience might bring her immediate rewards in terms of both the advantages and the tribulations connected with independence.

It was indeed a pleasure to become acquainted with this group of young people. We will look forward to a continuing association with them during the coming years.

Marshall P. Sanborn

THIRD GUIDANCE LABORATORY REPORT

November 1, 1972

High School

Kathy
Birth Date: March 31, 1956

During the past year, Kathy saw many very stimulating changes in her life. In addition to obtaining a driver's license, she started four new part-time jobs (babysitting for two families, working as a waitress, modeling at Gimbels, and sharing full responsibility with her brother for raising young beef cattle at home). She reports that these jobs help her feel somewhat self-sufficient and busier than she ever thought she could be. Kathy also appears very excited about the opportunity for participation in the wide variety of organized sports activities and other extra-curricular activities available to girls at Ozaukee High School. Two factors which in Kathy's opinion stand in the way of a truly fine education for her and her classmates are the lack of a strong student voice in school government and the strict set of rules governing student conduct. In view of the new age of majority laws in Wisconsin, it might be highly appropriate for the school board and administrators to consider policy changes aimed at helping high school students develop personal autonomy and responsibility in preparation for the legal and de facto adulthood they will enter as high school seniors or shortly after graduation.

Suggestions to the School

1. Plaudits to Mr. , Kathy's counselor.

Kathy reports that every student she knows greatly appreciates Mr. availability, openness and genuine interest in people. "It really feels good to know someone cares so much about students and is so willing to talk with us."

2. Can Mr. work with Kathy to help her begin gathering information about entrance requirements and financial aids available at state colleges in Wisconsin?

Because Kathy treasures her independence, she feels it is very important that she find a way of financing her own education. Because she believes she will need some form of financial assistance, it seems important that she begin to explore the different forms of aid available; so that when the time comes to decide which school to enter and which form of financing to seek, she will be better prepared to make an intelligent decision. Right now, she feels most attracted to the University of Wisconsin-La Crosse; so that might be an appropriate place to begin her search for information. Because of Kathy's present desire to study occupational therapy, it might be important to find out which state schools offer a major or minor in that area. A staff member of the occupational therapy department here at the UW, Madison will send informational booklets to Kathy's home. Perhaps she can share that material with any other interested students. The material she receives should contain an address to which Kathy can write for any further information she might desire. A faculty member in occupational therapy recommended John Carlova's The Healing Heart as an excellent fictional introduction to occupational therapy.

3. Can Mr. _______, Kathy's advanced science teacher, continue to stress the importance of independent thinking and individual responsibility for assignments?

Kathy says she and her classmates thoroughly enjoy and learn from the frequent field trips in her advanced science course. "We really get involved..." and after a trip we write a report and "it's all our own." More than anything, Kathy enjoys the way Mr. respects her and her classmates as responsible people. Beyond this, she feels very positively challenged by this course.

4. Can Mr. _______, Kathy's history teacher, and Mr. ____, her writing and literature teacher, consider working together to look for ways of integrating American history and American literature for those students who will be studying both subjects next semester?

While she thoroughly enjoys studying history, Kathy reports that she does not feel interested in or attracted to literature. For other students, the reverse may be true. Is there any way to integrate literature with history so that Kathy and other students might become more able to extend their interests from one subject to the other? Perhaps Mr. and Mr. could consider arranging their class assignments and projects in a complementary order, or, on occasion, attempt a team teaching approach. While I know of no single book which relates American history and literature, the following works might prove helpful in working toward this goal of integration: Pooley and Miles' Literature and Life series published by Harcourt Brace, Steven Vincent Binet's A Tooth for Paul Revere, Kenneth Roberts' A Rebel in Arms, Arundel, and Northwest Passage, Stephen Crane's Red Badge of Courage, John Steinbeck's Grapes of Wrath or most works by Sinclair Lewis or Upton Sinclair. Based on her stated interests, Kathy might like any of these books.

Dennis Engels

CUMULATIVE TEST RECORD

Student Kathy School

Last Testing Date November 1, 1972 Grade 11

Month Day Year

NOTE: STUDENTS SCORES ARE COMPARED WITH OTHER LABORATORY STUDENTS, NOT WITH STUDENTS IN GENERAL

			STUDENT'S	LABORATORY NORMS	
TEST	FORM	GRADE	SCORE	SCORE	%tile VALUE
WISCONSIN INVENTORY FOR TALENTED STUDENTS					
Verbal Test (The test consists of 100 vocabulary exercises and analogies in various forms)	I	9	32	54 42 32	75 50 25
	I	11	52	70 60 50	75 50 25
Quantitative Test (This is a 50-item test. The items begin with arithmetic and move to advanced mathematical reasoning.)	IIR	9	13	23 19 15	75 50 25
	IIR	11	22	31 26 22	75 50 25
TERMAN CONCEPT MASTERY (This is a very difficult verbal test of 190 items drawn from many fields.)	T	12	......	90 75 66	75 50 25

INTERPRETATION AND RECOMMENDATIONS:

The position of Kathy's scores on the WITS Verbal and Quantitative test relative to other juniors who have taken those tests here at the Laboratory is almost identical to the relative position of her freshman scores on those same tests. This year, both scores are very near the 25th percentile of scores for students participating in the Lab program. Her verbal score suggests that Kathy might benefit from more reading and from attempting to use in her daily speech, any new words she encounters in her reading.

FIRST GUIDANCE LABORATORY REPORT

January 22, 1974

High School

Jean
Paul
Dave
Anne
Jean

As is customary the first year that students attend the Laboratory, the ninth graders met as a group with the Laboratory director rather than being assigned to individual counselors. Hence this is a group report.

Purposes of the Laboratory were explained to the student. Research, service to students, and school program change and innovation goals were discussed. It was stressed to these students that the real importance of Laboratory participation, to them as well as to others in their school, is probably not to be felt merely by their attending the Laboratory one day per year. Rather it is to be experienced in terms of follow-through activities which they and their teachers engage in as a result of Laboratory participation.

We spent some time discussing criteria for selection into the program, and the students were encouraged to think about the particular traits or qualities each of them possessed which led to their being selected. From this discussion it became obvious to them, as it is to us, that they were not all selected for the same reasons. In terms of style, interests, goals, motives and performances they differ not only from ninth graders in general but also from one another.

Jean
Paul
Dave
Anne
Jean

It follows that they probably should not receive a standard experience in school, or in any particular class in school. Their experiences should differ from ninth-graders in general; and at least in terms of modes and directions of learning, if not also in terms of levels, their experiences should vary among themselves. It was stressed that part of the responsibility for individualizing their education belongs to the school, but part also belongs to them. As they go through school, they will be encouraged by the Laboratory to assume increasing amounts of responsibility for planning their own learning experiences and proposing them to their teachers as additional or alternative projects. Hopefully they will receive encouragement from some of their teachers to do this whenever it is appropriate.

Just prior to their leaving for home the students met in a group again to discuss various aspects of their day in Madison, to have their test scores reported to them, and to go over any questions or concerns they had. At this time they were encouraged again to consider at home with their teachers and counselors how they might follow through on their experiences at the Laboratory.

We have become accustomed to expecting a delightful experience when youngsters attend the Laboratory. This year was no exception. The new participants from the ninth grade class were a most attractive and congenial group--easy to converse with and obviously happy with the general tone of their own school and community. Very few communities send us groups of students who show so many attractive qualities or who reveal such consistently positive attitudes about their school. Among the 90 school systems we have worked with over the past 17 years, as represented to us by the students, is an exceptionally outstanding system. These youngsters must be a source of pride for their families and their teachers.

Following are results of WITS-Verbal and WITS-Quantitative test performances of the ninth graders:

	Verbal	Quantitative
Jean	22	16
Paul	33	6
Dave	33	23
Anne	24	19
Jean	35	13

Verbal scores were depressed somewhat by overcaution of the students. Apparently they misunderstood directions about guessing, and they did not attempt some items which they probably should have tried. The Laboratory average for the Verbal test is 42, and this average is representative of about the 97th percentile among a general population of freshmen. Thus the scores above are all strong, though below-average for the Laboratory population. It was clear from their performances that these students operate with more limited vocabularies than is typical of superior students. Perhaps their teachers will encourage them to engage in activities whereby they may incorporate more words into their daily use.

The mathematics section of the WITS is new this year, and as yet we do not have norms developed. It appears, however, that an average Laboratory performance for a ninth grader on this test will be between 12 and 16. We have seen only one score higher than 23. Performances by Dave and Anne on the math test appear to be very exceptional. Paul seemed chagrined about his math score. Possibly this was because it did not compare favorably with others, but possibly it was because he expected himself to do much better. He should be reminded that a single test score is a minute sample of math comprehension and computation skills. If he himself was surprised by this score, or if it is inconsistent with other evidence he has of his math ability, then probably the testing itself is suspect. Test scores often provide misestimates of skills and aptitudes. Furthermore a score of 6, although at the low end, is relatively common among youngsters who visit the Laboratory.

Some personal impressions we formed at the Laboratory, and some possible implications for follow-through are listed below:

Jean __________ appears to be an exceptionally active and productive girl even among Laboratory participants. She is a doer, and probably she

January 22, 1974

learns best by doing. She follows a busy schedule involving a wide variety of physical, intellectual, social, and service activities. Very few youngsters show active interest in such a varied assortment of things. Besides her pursuits which require physical activity and social involvement, she finds time to give herself a rich and varied background through high-level reading. Her versatility of abilities and interests will probably be a valuable asset to her if she decides to pursue a career in journalism or the theater--her two present "favorite" school classes.

Jean has a wide circle of friends. She likes people, and she accepts those who have shortcomings which make them unattractive to many of us. She seems to have the ability to focus on the value of a person. This quality, coupled with her vigorous interest in physical health and her ability to learn would be advantageous for the medical profession--one of her thoughts about the future.

Jean appears to be self-confident and courageous, and hence is open to new experiences and accomplishments.

It is likely that Jean would show very good progress if she were allowed to proceed at her own speed in algebra, attending class only when she decides she needs to. Since she is very busy, would it be a good idea to consider an independent program for the remainder of the year in algebra.

January 22, 1974

It might save her some time, give her a new kind of learning experience, and still achieve the subject matter goals of the course.

Jean ___ _ has a strong sense of independence. She appreciates the freedom in her science class to work "on her own", and she also values the inductive approach of the science teacher. Her interests and preferences seem to be in the science-math area, and most of her present and future "favorites" are related to science and technology. She likes to come to conclusions, and apparently stands by her own conclusions vigorously. She might enjoy and profit from debate, where she would have to develop arguments on both sides of any issue.

If Jean is ready for a reading challenge in science--one which addresses scientific topics as well as those appropriate to her own personal qualities, perhaps John Zachary Young's book, Doubt and Certainty in Science would be of interest to her.

Anne __________ seems to place high value on the self development she gets through interaction with others. "You have to be outgoing and willing to speak up," she says, "before you get anywhere in this world." No doubt this attitude has been nourished in a home atmosphere where family members share ideas freely and enjoy one another greatly.

Anne tends to keep herself very busy. She rarely lets time slip away without her using it to accomplish something she needs or wants to do.

In her full schedule, she looks to her gym class as a place for fun and mental relaxation. In her most inactive waking moments she is likely to be reading a good book. Time is valuable to Anne, and she would probably respond well to any opportunity to accomplish her scholastic goals in a time-saving style. In English, for instance, she may be able to show satisfactory skill and knowledge of certain units without class attendance. Possibly she could suggest ways that she would use time to further her language skills if she were put on an optional class attendance contract.

Anne has thought about medicine and law as possible career goals. Because of her multiple abilities and interests, however, it may be difficult for her to settle on a single career goal. It is probably too soon to settle, but it is not too soon for her to begin thinking about a hierarchy of interests, abilities and values, and of how knowledge of these factors may assist her later in career choice.

Dave __________ appeared to be the most intellectual and scholarly of the five freshmen. Although he is involved in a number of sports and social activities, he concentrates a lot of energy on scholarly pursuits. His recreational reading background does not show the breadth, depth, or variety characteristic of the others. His classmates characterized him as one who really enjoys an intellectual challenge, and he readily accepted this description.

Dave has exceptionally outstanding ability in mathematics. Part of this can probably be attributed to "natural" talent, but part also is the result of his abiding interest and consistent activity in math. He says he would like a career having to do with mathematics. He would be a very good candidate, sometime during high school, for one of the National Science Foundation programs for math and science students.

Dave possibly would enjoy contracting with his social studies teacher for an alternative way to complete that course. Perhaps his reading habits could be strengthened and broadened through an independent study program in social studies. It is likely that he could meet or surpass standard subject matter expectations were he to strike out on his own. Also he would give himself a chance to organize his excellent self-teaching ability on a "humanities" kind of learning. He already knows how to do this in science and math.

Paul ________ uses conflicting words (e.g., lazy, moody, perfectionist, competitive) to describe himself. His teachers also have conflicting views and talk about the possibility that Paul, in some areas, operates beneath his capacities. Probably of the five students who came to the Laboratory this year from grade nine, Paul is the one most likely to underestimate himself. Much of his past scholastic achievement, during early school years,

January 22, 1974

he says, was due to fear that he would be punished if he did not achieve. He learned to be competitive also during elementary years; and he remains so now, if not always in activity, at least in attitude.

Paul has a quick and ready wit. At times he is caustic, but he seems to jab at himself about as often as he jabs at others. He shows superior talent, I think, as a humorist. Does he have a chance to express this by means of an outlet such as a column in the school paper?

Perhaps Paul would find a stimulating new field of interest by reading some contemporary drama. How about:

The Teahouse of the August Moon
Janus
The Solid Gold Cadillac
Prisoner on Second Avenue
John Loves Mary

Possibly some of the humorous books by James Thurber, followed by Thurber's excellent autobiography, The Years with Ross, would excite Paul's imagination concerning his own excellent potentialities.

Marshall Sanborn

Student# 70002

Name of student Kathy School ____ Grade II

Date of student interview Nov 1, 1972 Date of parent interview /

Student counselor Engels Parent interviewer /

Attended parent conference: Mother only ( ) Father only ( ) Both ( ) Other (

If other than parents, explain: ____

The following topics are often covered in parent interviews. Any one may or may not be considered at any session, and others may be added:

1. Work and study habits
2. Choice of subjects
3. School activities
4. Community and church activities
5. Use of leisure time
6. Occupational choice
7. Choice of post-high school education
8. Financing college
9. Reading practices
10. Test interpretation
11. Nature of the Laboratory program
12. Part-time employment

Counselor's recommendation for discussion with parents.	Parents' remarks and reactions.
1. Kathy really appreciates any opportunity for working independently. Certainly, sharing her job of raising' beef calves with her brother is such an opportunity. Being able to use one of the cars so often also lets Kathy feel the trust and confidence her parents hold for her.	1. Was topic discussed? ( ) Yes ( ) No
2. A big concenn for Kathy is the question of attending college and obtaining financial aid. Kathy wants very much to attend college. She believes her father does not see the importance of college for girls; and she also desires the independence self support can bring. Perhaps her father can reconsider his stand on college for girls. What are the pros and 3. cons? If high school grades are important for girls; why are those grades important when a girl does not plan to go farther in school?	2. Was topic discussed? ( ) Yes ( ) No
Can her parents continue to help her obtain more information about different state colleges so that when the time comes, she can make an intelligent decision about whether or not to attend college; and about which college (if any) to attend. IT SEEMS IMPORTANT TO KATHY THAT SHE MAKE HER OWN DECISION, BUT SHE WORRIES SOMEWHAT ABOUT ALIENATING HER PARENTS IF SHE DECIDES TO GO TO COLLEGE	3. Was topic discussed? ( ) Yes ( ) No

Student# ______

Name of student Arlys School ______ Grade 9

Date of student interview 11/3/1970 Date of parent interview 12-7-70

Student counselor K. Klint Parent interviewer R. Wunderlin

Attended parent conference: Mother only ( ) Father only ( ) Both ( ) Other ( )

If other than parents, explain: ______

The following topics are often covered in parent interviews. Any one may or may not be considered at any session, and others may be added:

1. Work and study habits
2. Choice of subjects
3. School activities
4. Community and church activities
5. Use of leisure time
6. Occupational choice
7. Choice of post-high school education
8. Financing college
9. Reading practices
10. Test interpretation
11. Nature of the Laboratory program
12. Part-time employment

Counselor's recommendation for discussion with parents.	Parents' remarks and reactions.
1. Do Arlys' parents feel that her relationships with her peers are adequate? She feels more comfortable with adults, but sometimes worries about	1. Was topic discussed? (X) Yes ( ) No She is youngest of the family and has socialized mostly with adults Last week she went to a dance, and ended up standing in the corner most of the night. The teachers are also conscious of this need and seem willing to help her.
2. her peer relationships.	2. Was topic discussed? ( ) Yes ( ) No
Arlys likes poetry, identifies 3. with poets, is influenced by them, + thinks very subjectively as a poet does. She would like to communicate better with her parents, but she thinks that she can't	3. Was topic discussed? (X) Yes ( ) No Arlys keeps to herself. I encouraged mother to take interest in her poetry as a way of developing better communication.

Counselor's recommendation for discussion with parents.	Parents' remarks and reactions.
4. Communicate with her parents unless they share her experiences. (Her example: to	4. Was topic discussed? ( ) Yes ( ) No The counselor seemed puzzled about how to handle this need.
5. understand her world view, they'd have to go to classes with her so she experiences these shaping influences.) Perhaps the	5. Was topic discussed? ( ) Yes ( ) No
6. Counselor might discuss Arlys' subjectivity with her parents to help them understand her point of view.	6. Was topic discussed? ( ) Yes ( ) No

Additional interviewer comments: (Note particularly if promised to take any action on any area so that a check can be made the following year.)

Does not enjoy games — perhaps needs more opportunities for social contact.

SAMPLE RECOMMENDATIONS FOR PARENTS, WITH SAMPLES OF PARENT REACTIONS

Counselor's recommendations for discussion with parents	Parents' remarks and reactions (If only one parent agreed or disagreed with the recommendation, or did not react, note the fact.)
1. Encourage Mary to use a pocket dictionary.	1. Both parents agreed to do this.
2. Advise Mary that she should drop one or more of her extra-curricular activities.	2. Both parents rejected this suggestion.
3. Advise Mary that she should add one or more extra-curricular activities.	3. They thought this was a good idea and said they would advise her to do so.
4. Suggest that Mary attempt to limit the amount of TV watching she now does.	4. Both parents agreed to set a limit on TV watching.
5. Encourage Mary to start a biology project at home.	5. Both parents said this was not possible due to chores and a long bus ride.
6. Make an appointment with the principal or counselor to discuss the possibility of an independent study program for Mary in mathematics.	6. Father said he would do this. seemed enthusiastic about it. Mother did not comment.
7. Advise Mary to consider a correspondence course in music theory to replace her current music work.	7. Mother said she would follow through on this recommendation. Father agreed.
8. Encourage Mary to talk with a lawyer, doctor, and home economist about careers in their fields.	8. Both parents said they would encourage her and make appointments with friends in those and other fields.
9. Parents should compliment Mary on her fine school work.	9. Both parents said they would do so.
10. Encourage Mary to collect samples of her writing and bring it to the Laboratory on her next visit.	10. Both parents said they would do this.

11. Provide more reference materials (encyclopedia, for example) at home.	11. Mother said she would. Father agreed.
12. Discuss with Mary the possibility of completing high school in 3 years.	12. Both parents rejected the idea.
13. Encourage Mary to organize a school debate society.	13. Both parents said they would do this.
14. Suggest that Mary enroll in an adult evening art course during second semester.	14. Mother said she would do this. Father disagreed.
15. Advise Mary to add variety to her reading - not just more fiction.	15. Both parents said they would do so.
16. Encourage Mary to follow through with her plan to lobby for more advanced sections in science courses.	16. Father said he would do this. Mother disagreed.
17. Advise Mary to do advanced work in college texts.	17. Both parents said they would.
18. Suggest that Mary take a fifth subject beginning second semester.	18. Mother said she would. Father agreed.
19. Remind Mary that independent study programs are sometimes arranged by teachers to include consultation periods for students working on special projects.	19. Both parents said they would do this.
20. Recommend that Mary ask her school principal to organize college-type enrichment seminars.	20. Both parents said they would do so.
21. Suggest that Mary participate in the high school advanced placement program.	21. Both parents thought this was a good idea and said they would.
22. Encourage Mary to seek permission to enroll in college courses while still in high school.	22. Both parents said they would.

23. Recommend that Mary explore college-level correspondence courses which may be taken for enrichment.	23. Father agreed to do this. Mother disagreed.
24. Remind Mary to ask the school principal to arrange for publishing student's written products in a school-wide journal.	24. Both parents said they would do so.
25. Advise Mary to request permission from the administration to audit classes instead of going to study halls.	25. Father agreed to do this. Mother disagreed.
26. Encourage Mary to enroll in two classes meeting at the same hour and attend them alternately.	26. Both parents rejected this suggestion.
27. Suggest that Mary organize a book club.	27. Mother agreed to do this. Father disagreed.
28. Suggest that Mary recommend to the student council that unsupervised honor study halls be provided for all "A" students.	28. Father agreed to do this. Mother disagreed.
29. Encourage Mary to tutor other students in a subject in which she is proficient.	29. Both parents agreed to do this soon.
30. Recommend that Mary enroll in a special enrichment class.	30. Father agreed to do this. Mother disagreed.
31. Encourage Mary to attend a summer music institute.	31. Both parents said they would.
32. Encourage Mary to participate in a local scholarship competition.	32. They would encourage her to do so.
33. Inform Mary that a local organization now has a project designed to: (a) recruit community leaders to work with bright students on special-interest projects, and (b) provide specialists as speakers for college days. (Mary had asked about such matters.)	33. Both parents said they would do so.

34. Remind Mary that try-out vocational experiences in home economics can be arranged by her school counselor.	34. Both parents said they would do so.
35. Remind Mary that early admission to college can be arranged for superior students.	35. Both parents said they would do this.
36. Suggest that Mary participate in the Science Talent Search program.	36. Both parents thought this was a good idea and agreed to do so soon.
37. Assist Mary to work out a better-balenced schedule of study time and recreation.	37. Both parents will do this.
38. Make plans with Mary to visit one or more of the small midwestern religious colleges which she aspires to attend.	38. Both parents will talk with Mary to make plans for these trips.

27 November 1972

Kathy
Route
, Wisconsin

Dear Kathy:

It was a real pleasure to meet with you here at the Laboratory. Thank you for coming by. My report to your school contains ideas we discussed during your visit and a few reading suggestions (if you can find any time at all to read, Kathy--you really are busy). Perhaps you can ask Mr. to show you the report. OK? If you have any questions about the report or any of the books or other ideas, Kathy, will you please let me know?

The school of occupational therapy will be sending you a packet of literature and information about their profession and the program here at the UW-Madison. If you want any more information about that program, you can write to one of the addresses contained in the materials they are sending you.

You may recall that we spent some time talking about the importance of taking time out once in a while to think about ourselves and the future. I hope that during the next year, you can do that and also that you can continue to discuss important matters with Mr. and your close friends. Until next year, good luck to you and take care.

Sincerely,

Dennis Engels
Research Assistant

DE/mle

P.S. If I can be of any service to you, will you please feel free to write or call.

UNIVERSITY OF WISCONSIN–MADISON
THE SCHOOL OF EDUCATION
Madison, Wisconsin 53706

RESEARCH AND GUIDANCE LABORATORY
The Department of Counseling and Guidance

10th Floor
Education Science I Building
1025 West Johnson Street
(608) 262-2878

October 2, _____

Miss Christine _______
________, Wisconsin

Dear Christine:

As I told you when you visited Madison I would like to keep in touch with you during your high school years and to be of help whenever I can.

In my report to the school I suggested that you might be permitted to spend some time in the library catching up on your reading when the other students were doing review work in English. I know you are a very busy person and that otherwise you might have difficulty in finding time to read. This suggestion might help. You may want to talk it over with mr._____ and your English teacher.

I also suggested that they might help you in scheduling your time. You will be tempted to get into too many activities at home and at school. Perhaps you can work out a good balance of activities, school work and reading.

Since you suggested that your course in mathematics was giving you some trouble, and since your ninth grade test score in that subject was low, I hope you will follow through on the suggestion to talk with Mr. ______ about ways in which you can do a better job in that area.

I was impressed with the way you talked with your skill in thinking, and your leadership possibilities. I hope you will continue to develop those strengths. And I hope, too, that you will get your wish to visit Eau Claire to see another university.

Best of luck, Chris. Don't hesitate to write if I can be of help.

Sincerely,

JWMR:sb

Dr. Rothney

STATE OF COLORADO
Department of Game, Fish and Parks
Steamboat Springs, Colorado

December 5, 1965

Paul
Shawano, Wisconsin

Dear Paul,

In checking my correspondence I find your letter asking about the duties of a wildlifer. I will try to answer your inquiries, describe some of the work we do, and touch on other phases of this varied vocation.

One uses many forms of transportation in this business. I travel afoot, on snow shoes and skis, in snow vehicles, airplanes, boats, cars and trucks, and on houseback to carry out my work. I have been an active person all my life, and the many days on end "pushing the pickup" bug me a little; but then during certain periods it seems that I spend day after day riding (horseback). There is much area to be covered. Through necessity some sections are visited only infrequently--though, to me, in the bailiwick to which I am assigned, the back country in its semi-primitive state is the most interesting.

The problems--real posers--the uninformed but generally well-intentioned public throws at you are indeed mentally challenging. One should cultivate as much of a sense of humor as possible. Public relations are the most important single phase of the work. Though a range ecologist or a biologist sometimes has little contact with the public, the wildlife conservation officer's contacts are constant--with people from all walks of life: those with selfish interests, the do-gooders, the self-appointed experts. These types may all be troublesome even to the extent of initiating projects which are detrimental to our resources and forcing them on the agency through political maneuvers.

The sincere people who want proper information--schools, service clubs, etc.--furnish the real hope and challenge, so in this area one should equip himself with as much knowledge of psychology, history and humanities as he can--along with the mathematics, zoology, botany, and limnology that are required. A little geology does help too, as one must develop insight into the interrelationships of all matters. If possible, have classes under the most able ecologists you can find.

Research is the key to furthering conservation practice. A state without a good research program is, in my opinion, never going to develop a decent conservation program. There are many surveys connected with our works. We must, or should, know wildlife populations and trends. Actual numbers, of course, may be impossible to get, and unnecessary since we can use sampling procedures to get good estimates.

A conservationist should be involved with legislation. Though sometimes we are muzzled by politicians, we should do what we can. Here is where we can get hurt, since the legislature controls the budget through appropriations. This happens in Colorado. Most of the monies come from license fees and are placed in the game and fish fund, but the money is doled out according to the whims of the legislature. Colorado at present has a rural-dominated legislature which sometimes does not have a very wide view of overall conservation needs. This condition, of course, varies from state to state and from time to time within any particular state.

A new employee in Colorado will be assigned to different areas, with several transfers until he has a working knowledge of the many facets in game and fish and parks administration. There is no fixed routine for a new employee and the work is diversified. He is usually placed where there is the most need. Range studies, civil survey crew work and many "ranch jobs" are helpful to the beginning conservationist. The variety of jobs for specialists is great--as is indicated by the multiple-purpose nature of our work we need a good staff of able technicians to show us the way by providing answers to many specialized problems.

Here is a day in the life of a Wildlife Conservation Officer, taken from my own diary. (Note: different districts have their individual problems):

Late May. Start, 6:30 a.m. Check fishermen in Hahn's Peak Basin on small streams, beaver ponds, and Hahn's Peak Lake. Tabulate average size, number, and species of fish,, and sample water from which they were harvested. Remove two beaver from where they dam irrigation ditch off Day Creek. Contact District Ranger (U. S. Forest Service) on cooperative recommendations we will submit at meeting of our land use agencies (Bureau of Land Management, U. S. Forest Service, U. S. Park Service, and our own Game, Fish and Parks personnel). Discuss information from hunter harvest, aerial trend counts, range utilization, and crop damage problems. Contact two Game, Fish and Parks license agencies and check out a non-resident who purchased a resident license. Check recreation area and see that required regulations are being observed. Sack lunch in field. Return about 8 in evening. Confer with two students who plan on careers in natural resource conservation. Read mail. Make notes for tomorrow's "side things" to check on.

Activities vary with the seasons and days. This past week I've assisted checking deer hunters in a neighboring district on a post-season hunt. One morning left from small airport here and flew to a ranch where there were haystacks unprotected with game fencing (which, if requested, will be delivered at the ranch by our department). Elk tracks going into these stacks were observed. Contact was made with over half a hundred elk raiding the hay crop. The pilot and I herded the game back some five miles into the woods and hills adjacent to the ranch. (That evening I called the person who was to erect the game fence. He said it would be done, but it hasn't been).

After driving away the elk, we continued our flight, noted game concentrations and hazed four bands back in areas where they were getting near unprotected haystacks.

We returned to Steamboat Springs for lunch and sat in on a meeting of a recently-formed guides and outfitters association. When given an opportunity to speak, I pressed for cooperation in a needed post-season elk hunt. The association had been opposed to this, since it would reduce the number of game animals in the area.

After this meeting, I returned to my office (which I have in my home) to prepare a charge for a Boy Scout Council of Honor. I was the speaker of the evening and presented an Eagle Scout award to a fine young man.

So, you see, in just two days of a Wildlife Officer's duties, the activities are varied. Some are civic and some are professional. It is difficult to separate the civic from the professional--and this is the rule more than the exception.

Paul, the country's resources need so many dedicated young men. I can tell you this: You will not gain a lot of worldly goods following a wildlifer's career, but once in a while you will see a little gain in your opposition to the exploiters. Once in a while you will see a little improvement in the attitude (often lachadaisical) of the public. Once in a while you'll see an informed populace where there used to be an uninformed one. And you'll be working with the wonderful things of nature.

As for the engineering field--it is broad. If you would earn a degree as a civil engineer you could find outdoor work, a challenge to your mental capacity, a fair income, and you could escape the task of trying to bring understanding to a public for whom the problems and techniques of game management are almost totally foreign.

These are my personal observations and reactions to the work. This is as I see it. One of my sons who has a wide formal knowledge of wildlife and a degree in game management has decided to go back for a degree in engineering. I believe, knowing my son, that he is doing what he should, and he'll probably contribute as much in the future to perpetuation of the natural resources as will many professional conservationists.

The decision is yours, Paul. Decide which you want to do and give it all you've got. America has much to offer--and much to recieve. I hope this letter may be of some worth to you.

Sincerely,

C. A. H.

THE UNIVERSITY OF WISCONSIN
RESEARCH AND GUIDANCE LABORATORY FOR SUPERIOR STUDENTS
Madison, Wisconsin 53706

FIRST YEAR AFTER HIGH SCHOOL EDUCATION REPORT

2- 6 Name ________ Date 4/27/67

7 Sex M (M, F) Hometown address Rural Route (Street & No.) ________ (City) Wis. (State)

8-10 Name of high school attended ________ HS Year graduated 1966

11-12 College or University you are now attending Brown Univ.

College address Box ____, Brown Station (Street & No.), Providence (City), R. I. (State) 02912

Program of Study AB (Example - B.A., B.S., Engineering, Nursing, etc.)

13-15 Father's Occupation Farmer 16-18 Mother's Occup. Secretary

Indicate the highest level of schooling achieved by each of your parents.

19 Father 12th grade 20 Mother 12th grade

Why did you choose the college you are now attending? Check all that apply.

21 ( ) Familiar with it.
22 (☑) Offered the training I wanted.
23 (☑) Good reputation.
24 ( ) Financial reasons.
25 ( ) Close to home.
26 (☑) Away from home.
27 (☑) Offered a scholarship.
28 (☑) Good atmosphere.
29 (☑) Small college.
30 ( ) Large college.
31 ( ) Influence of family.
32 ( ) Influence of friends.
33 ( ) Influence of teachers.
34 (☑) Cultural opportunities.
35 (☑) Social and recreational opportunities.
36 (☑) Liberal arts program.
37 ( ) Religious choice.
38 ( ) Physical facilities.
39 ( ) Coeducational college.
40 ( ) Not coeducational.

41 (☑) Other (explain) Met a Brown professor at a NSF Summer
42B program who sold me on the value of
43E an Eastern education
44E

Among those reasons you checked above, *underline* reason(s) that were most important to you at the time you chose your college.

Provide any additional comments you wish.

Brown particularly allows the student to create his own major — a freedom I value very highly

How did you investigate the college you are now attending prior to deciding to enroll? Check *all* of the following which apply.

45 ( ) I didn't do much investigating.
46 (✓) I read the catalog.
47 (✓) I wrote for information.
48 ( ) I visited with a college representative.
49 (✓) I visited the college.
50 ( ) I conferred with my parents.
51 ( ) I conferred with high school teachers.
52 ( ) I conferred with friends.
53 (✓) I conferred with college professors.
54 (✓) I compared information about several colleges.
55 ( ) Other (explain) ____
56B ____
57E ____

Underline the most important item(s) you checked above.

58 Name other colleges you considered seriously:
Hope College, Holland, Mich.
Lawrence College, Appleton
Univ. of Wisconsin, Madison

59 Check *one* of the following which is appropriate.

( ) I didn't investigate any other colleges.
( ) I investigated others, but not as thoroughly as the one I'm attending.
( ) I investigated others as thoroughly as the one I'm attending.
(✓) I investigated others more thoroughly than the one I'm attending.
( ) Other (explain) ____

60 If you were doing it over again, would you go to the same college?
(✓) 1. Yes ( ) 2. No ( ) 3. Uncertain

If yes, check all the following reasons which apply.

61 (✓) Educational opportunities are good.
62 ( ) Social opportunities are good.
63 (✓) Cultural opportunities are good.
64 (✓) Financial situation is satisfactory.
65 ( ) I really enjoy it.
66 ( ) My expectations were fulfilled.
67 (✓) Location is suitable.
68 ( ) Other (explain) ____
69B ____
70N ____
71E ____

Underline the *one* most important reason you checked above.

1 2-6 7
62176

If you would *not* go to the same college, check all the following reasons which apply.

8 ☐ Too difficult for me.
9 ☐ Too close to home.
10 ☐ Too small.
11 ☐ Too large.
12 ☐ Courses not satisfactory.
13 ☐ Social life not satisfactory.
14 ☐ Too far from home.
15 ☐ I don't enjoy it.
16 ☐ Finances are a problem.

17 ☐ Other (explain) __________
18B __________
19N __________
20E __________

Underline the most important reason(s) you checked above.

21-22 If you are uncertain about going to the same college, explain: __________

23 About how do you think you rank among members of your freshman class in college in terms of doing the required academic work?

Check *one* of the following:
☑ 1. In the *highest* 20%
☐ 2. In the *second* 20%
☐ 3. In the *middle* 20%
☐ 4. In the *fourth* 20%
☐ 5. In the *lowest* 20%

Comments: I worked hard but had some good luck as well

24 About what grade *average* do you expect to attain on *all work* carried during your first *two* years of college? (Check *one*):

☐ Straight A
☐ A- (3.51-3.99)
☑ B+ (3.01-3.50)
☐ Straight B (3.0)
☐ B- (2.51-2.99)
☐ C+ (2.01-2.50)
☐ Straight C (2.00)
☐ C- (1.51-1.99)
☐ Lower (below 1.5)

(if your college is not on 4.0 scale put your estimate here and explain.) __________

Did you feel you had any advantages over most freshmen in your college when you entered? Check *all* below which apply.

25 ☐ I had no particular advantages.
26 ☐ I was better prepared academically than most.
27 ☐ I was more familiar with college classes and procedures than most freshmen.
28 ☐ I knew my strengths and limitations better than most.
29 ☐ I had read more good books than most.
30 ☐ I knew better than most students how I could perform on tests.
31 ☐ I knew how to budget my time better than most.
32 ☑ I had better reasons than most for coming to college.
33 ☑ I had given more thought than most to my future.
34 ☐ I had done more planning than most with my parents.
35 ☐ I had more encouragement than most from my parents.
36 ☐ Other (explain) __________
37B __________
38E __________

39-42 Check the field of study you *planned* to enter *when you came to college:*

☐ Agriculture
☐ Art
☐ Elementary Education
☐ Engineering (Specify) ____________
☐ English
☐ Foreign Language (Specify) ____________
☐ Home Economics
☐ Mathematics
☐ Medical Technology
☐ Music
☐ Nursing
Pre-professional (Specify below)
  ☐ Architecture
  ☐ Business
  ☐ Dentistry
  ☐ Forestry
  ☐ Journalism
  ☐ Law
  ☐ Medicine
  ☐ Pharmacy
  ☐ Veterinary Medicine
  ☐ Other ____________
☐ Physical Education
Science (Specify below)
  ☐ Biology
  ☐ Chemistry
  ☐ Physics
  ☐ Undecided
  ☐ Other (Specify) ____________
Social Science (Specify below)
  ☐ Anthropology
  ☐ Economics
  ☑ History
  ☐ Political Science
  ☐ Psychology
  ☐ Sociology
  ☐ Other (Specify) ____________
☐ Speech
☐ Other (Specify) ____________
☐ Undecided

43 If you planned to prepare yourself for teaching in the field you checked above, check below the level for which you intended to prepare.

☐ Elementary
☐ Secondary
☑ College

[illegible]

44-47 If you have changed your mind about your major field, write your present choice here: English or Philosophy

If you have changed your mind, check below *all* the reasons why you changed.

48 ☐ Greater interest in the field to which I changed.
49 ☑ Wanted a more liberal education.
50 ☐ Better preparation for professional school.
51 ☐ Better vocational opportunities.
52 ☐ I am better qualified in the field to which I changed.
53 ☐ I was not doing well in the field I was in.
54 ☑ Other (explain) Brown's history faculty is first-rate but the
55B
56N program is rigid and extremely demanding. The classes are all of the
57E lecture variety, and that sort of thing has no appeal for me.

If you checked more than one reason above, *underline* the main one.

91

Provide any additional comments you wish: My real interest is in intellectual history and it can be satisfied better in literature than in socio-economic history.

Under the columns for *First* Semester, list the courses you took and grades received. Under the columns for *Second* Semester, list the courses you are now taking and estimate the grades you think you will receive.

FIRST SEMESTER			SECOND SEMESTER		
Course	Credits	Grade	Course	Credits	Estimated Grade
English composition	3	B+	History 2	3	A
German 4	5	A	Music 1	3	B+
History 1	3	A	Philosophy 2	3	A
Political Science 2	3	A-	Psychology 1	3	A
58-59	14		64-65	12	
	60-63	3.79		66-69	.75

70-71 *Underline* the course in First Semester with which you were most satisfied.

72-73 *Encircle* the course in First Semester with which you were least satisfied.

1	2-6	7
	-076	

What, if any, academic difficulties have you had in any of the courses listed for the first semester?

8- 9 Course ______

Difficulty (Check all that apply.)

10 ( ) Lack of interest in the field.
11 ( ) Inadequate study skills.
12 ( ) Lack of background.
13 ( ) Problems in writing.
14 ( ) Problems in dealing with abstractions.
15 ( ) Adapting to the instructor.
16 ( ) Lack of time for study.
17 ( ) Accepting points of view.

18 ( ) Others and comments ______
19B ______
20E ______

21-22 Course ______

Difficulty (Check all that apply.)

23 ( ) Lack of interest in the field.
24 ( ) Inadequate study skills.
25 ( ) Lack of background.
26 ( ) Problems in writing.
27 ( ) Problems in dealing with abstractions.
28 ( ) Adapting to the instructor.
29 ( ) Lack of time for study.
30 ( ) Accepting points of view.

31 ( ) Others and comments ______
32B ______
33E ______

92

If you have had academic difficulties what have you done to overcome them? (Check all that apply.)

34 ☐ Did extra work.
35 ☐ Improved study habits.
36 ☐ Talked to instructor.
37 ☐ Reduced credits.
38 ☐ Other students helped me.
39 ☐ Went to counseling center.
40 ☐ Nothing.

41 ☐ Other (Specify) ________
42B ________
43N ________
44E ________

45-46 If you were to drop one of your present courses, which would it be?
psychology

47 Why would you drop it? It's a lifeless subject + requires only rote memorization of facts!

48 Many college students feel that they do not know how to study when they begin college. How do you feel about your study habits?

Check your answer below.
☐ 1. Satisfactory in every way.
☐ 2. Satisfactory in most ways.
☑ 3. Unsatisfactory in most ways.
☐ 4. Unsatisfactory in every way.
☐ 5. Other (explain) ________

Any comments? I'm in such a hurry to get things done that I don't really learn anything — poor retention

49 Some people think that college students should spend two hours out-of-class for every hour they spend in class. How many hour's do you feel should be spent studying for every hour in class? (Check one).
☑ 1. That depends on the course.
☐ 2. About two hours per class hour.
☐ 3. Less than two hours per class hour.
☐ 4. More than two hours per class hour.
☐ 5. Other (explain) ________

50-51 What books did you read last semester? (Do not list reading required for courses.)
Brothers Karamazov, Kafka's Short stories

52-53 What magazines do you read regularly?
Coded as 2
Newsweek, New Republic, N.Y. Review of Books occasionally

Approximately how many *hours per week* do you spend in leisure-time (not required) reading? (Circle number.)

54 **Books** 0 1 2 [✓ 3] 4 5 6 7 8 More

55 **Magazines** 0 1 2 [✓ 3] 4 5 6 7 8 More

56 **Newspapers** 0 1 [✓ 2] 3 4 5 6 7 8 More

57 How do you feel you fit socially in college? (Check *one*)

( ) 1. I am very well satisfied.
(✓) 2. I am reasonably satisfied.
( ) 3. I am not sure how I fit.
( ) 4. I am somewhat dissatisfied.
( ) 5. I am very dissatisfied.
( ) 6. Other (explain) ____________________

58 What do you think about the amount of social activities you have in college? (Check one)

( ) 1. I don't have enough social life.
( ) 2. I have too much social life.
(✓) 3. I have about the right amount.
( ) 4. Other (explain) ____________________

How does your social life in college compare with your social life in high school? Check all the following which apply.

59 ( ) There is not much difference.
60 ( ) I am more active in college.
61 (✓) I have fewer social demands on me in college.
62 ( ) I am involved in more informal activities.
63 (✓) I am happier, socially, than I was in high school.
64 ( ) I am less active in college.
65 ( ) I am in fewer organized activities.
66 (✓) I limit my own activities more.
67 ( ) I am less confident in college society.
68 ( ) Other (Comment) ____________________
69B ____________________
70E ____________________

71 Do you encounter special problems because you are a better-than-average student? (Check one)

( ) 1. No
(✓) 2. I am not a better-than-average student in this college. i.e., not more intelligent
( ) 3. Yes (Comment) ____________________

1	2-6	7
	62076	

What special problems have you encountered in college because you were a better-than-average student in *high school?* Check *all* the following which apply.

8 ☑ None
9 ☐ I was not a better-than-average student in high school.
10 ☐ I did not learn how to study in high school.
11 ☐ It has been difficult to live up to expectations.
12 ☐ I was overconfident when I came to college.
13 ☐ I was placed in college sections too advanced for me.
14 ☐ I no longer get special attention as I did in high school.
15 ☐ My college grades are disappointing.
16 ☐ I did not learn in high school to face defeat.
17 ☑ Other (explain) (not specifically related to h.s. career) I never
18B really knew the extent of my ignorance — ignorance of
19E whole areas that now interest me intensely

Underline the problem(s) you checked above that seem most important to you.

20 How do you think your high school preparation compares with that of other freshmen in your college? (Check *one*)

☐ 1. Definitely better than average.
☐ 2. At least as good as the average, and perhaps better.
☐ 3. About average.
☑ 4. Average in most ways, but below average in some. — average for the courses available
☐ 5. Definitely below average.
☐ 6. Other (explain) ____________________

21 What reaction do you have toward the competition in your college classes? Check *one* of the following:

☐ 1. College competition is tougher than I expected.
☐ 2. College competition is about what I expected.
☑ 3. College competition is less than I expected.
☐ 4. Other (explain) ____________________

22 Check *one* of the following:

☐ 1. College competition is definitely encouraging and stimulating.
☑ 2. College competition is reasonably stimulating and enjoyable.
☐ 3. College competition is sometimes discouraging.
☐ 4. College competition is definitely discouraging.
☐ 5. Other (explain) ____________________

Make any other comparisons between your courses in college and in high school. Check *all* the following which apply.

23 (✓) You are more "on your own" in college.
24 (✓) There is more emphasis on the "why" of things.
25 (✓) More reading is required.
26 ( ) There is more individual work.
27 ( ) More writing is required.
28 ( ) There are no significant differences between college and high school.
29 (✓) Other (explain) You'd better know what you're talking
30B about or you'll be shot down in a hurry
31E

Comments

What choice of a vocation have you made? Check *one* of the following and explain:

32 ( ) I am undecided about my vocation.
33 ( ) I have narrowed my choices down to (explain):
34-36
37-39

40 (✓) I have definitely decided that my career will be (explain): coded 081 (teaching)
41-43 teaching or counseling of some sort

(Answer only if you *have chosen* a *particular* vocational goal and listed it in the item above.) Why do you believe you will find satisfaction in the field you have chosen? Check *all* of the following which apply.

44 (✓) I expect the work to be interesting and enjoyable.
45 (✓) My work will be of service to others.
46 ( ) The field provides many opportunities for advancement.
47 (✓) My best performances are in this field.
48 (✓) I'll get a chance to work with other people.
49 (✓) I am dedicated to a cause my vocation will serve.
50 ( ) Financial reasons.
51 ( ) My chosen career will provide security.
52 ( ) I will enjoy the prestige connected with my chosen career.
53 ( ) The vocation I've chosen combines well with marriage.
54 ( ) Other (explain)
55B
56N
57E

Underline the main reason(s) you chose the career you did.

(Answer this question only if you are still *undecided* about your career.) What features do you believe the career you choose must have in order to be satisfactory to you? Check *all* of the following which apply:

58 ( ) The work must be interesting and enjoyable.
59 ( ) I must be of service to others.
60 ( ) The field must provide many opportunities for advancement.
61 ( ) The field must be the one in which I can perform best.
62 ( ) It must offer the chance to work with people.
63 ( ) It must provide a means for me to serve a cause to which I'm dedicated.
64 ( ) The field must offer good financial rewards.

65 ( ) I want security in my career.
66 ( ) I want prestige in my career.
67 ( ) My career must be something which combines well with marriage.
68 ( ) Other (explain) ____________________
69B ____________________
70N ____________________
71E ____________________

Comments: ____________________

1	2-6	7
	62076	

If you have not made a definite career choice, what are you doing to arrive at a decision? (Check *all* that apply.)

8 ( ) Nothing.
9 ( ) Getting a broad, liberal background of courses.
10 ( ) Taking courses in fields of my interest.
11 ( ) Examining my capabilities.
12 ( ) Reading for background in vocations.
13 ( ) Conferring with instructors.
14 ( ) Getting help at a counseling center.
15 ( ) Other (explain) ____________________
16B ____________________
17N ____________________
18E ____________________

Comments: ____________________

What would you *like* to be doing five years from now?

Check *all* that apply.
19 ( ) Working in my chosen field.
20 ( ) In college finishing my bachelor's degree.
21 (✓) In college for advanced study.
22 ( ) Housewife.
23 (✓) Traveling.
24 ( ) Military service.
25 ( ) Uncertain.
26 ( ) Other (explain) ____________________
27B ____________________
28E ____________________

What do you *think* you will be doing five years from now?

Check *all* that apply.
29 ( ) Working in my chosen field.
30 ( ) In college finishing my bachelor's degree.
31 (✓) In college for advanced study.
32 ( ) Housewife.
33 ( ) Traveling. ??
34 (✓) Military service.
35 ( ) Uncertain.
36 ( ) Other (explain) ____________________
37E ____________________
38B ____________________

What would you like to be doing ten years from now?

Check *all* that apply.

39 ☑ Working in my chosen field.
40 ☐ In college finishing my bachelor's degree.
41 ☐ In college for advanced study.
42 ☐ Housewife.
43 ☐ Traveling.
44 ☐ Military service.
45 ☐ Uncertain.
46 ☐ Other (explain) ______
47B ______
48E ______

What do you *think* you will be doing ten years from now?

Check *all* that apply.

49 ☑ Working in my chosen field.
50 ☐ In college finishing my bachelor's degree.
51 ☐ In college for advanced study.
52 ☐ Housewife.
53 ☐ Traveling.
54 ☐ Military service.
55 ☐ Uncertain.
56 ☐ Other (explain) ______
57B ______
58E ______

Is there anything that might prevent you from reaching your goals? Check *all* of the following which apply:

59 ☑ Nothing that I know of now.
60 ☐ My own limitations.
61 ☐ Lack of finances.
62 ☐ Unpredictable social events.
63 ☑ Unpredictable personal events.
64 ☐ Marriage.
65 ☐ Military service.
66 ☐ Other (explain) ______
67B ______
68E ______

Comments: One never knows when one will be seized with an attack of nihilism — there certainly is enough of it circulating at Brown.

1	2-6	7
	62076	

What sources of inspiration and encouragement have made you want to succeed in college? Check *all* of the following which apply.

8 ☑ My parents.
9 ☐ Friends or people I admire.
10 ☐ Teachers.
11 ☑ My own personal ideals.
12 ☐ The value of education.
13 ☐ My desire for future security.
14 ☑ My particular career goals.
15 ☐ My religion.
16 ☐ Relatives (Other than parents).
17 ☐ My desire for social status that goes with a college education.
18 ☑ The fact that I received a scholarship.
19 ☑ My experiences at the Research and Guidance Laboratory.
20 ☐ No particular sources I know about.
21 ☐ Other (explain) ______
22B ______
23E ______

Underline the major source(s) you checked above.

Comments: I always expected I'd enjoy college, and though this year has been a somewhat chastening experience, I have enjoyed it and know I can enjoy it much more.

Looking back over your high school experiences, how do you think they helped you most? Check *all* the following which apply.

24 ( ) Provided good academic background.
25 ( ) Developed good study habits.
26 (✓) Developed a sense of responsibility.
27 (✓) Set educational goals.
28 ( ) Taught me to think.
29 ( ) Developed my personality.
30 (✓) Provided good leadership opportunities.
31 ( ) Developed good reading habits.
32 ( ) Developed good writing habits.
33 (✓) Developed an interest in learning.
34 ( ) Developed vocational goals.
35 ( ) Other (explain) ____________

36B ____________
37E ____________

***Underline* the most important item(s) you checked above.**

Comments: I think I learned in h.s. what I ought to be doing & why.

Your high school could have helped you more by:
(Check *all* which apply.)

38 ( ) encouraging me to take more advantage of opportunities available.
39 (✓) providing more knowledge in subject fields.
40 ( ) teaching me how to take notes.
41 ( ) concentrating more on interpretation of knowledge.
42 (✓) helping me to learn to think.
43 ( ) helping me to develop better study habits.
44 (✓) providing more opportunities to write.
45 (✓) providing more opportunities to read.
46 ( ) providing more opportunities for me to take responsibility.
47 (✓) providing more courses.
48 (✓) eliminating busywork.
49 ( ) providing more broadening experiences.
50 (✓) developing more interest in learning.
51 ( ) making me work harder.
52 ( ) helping more with career choice.
53 ( ) offering more counseling.
54 ( ) offering more extracurricular activities.
55 ( ) It could not have helped more.
56 ( ) Other (explain) ____________
57B ____________
58E ____________

***Underline* the most important item(s) you checked above.**

Comments: Many of the defects of h.s. education seem to be unavoidable, at least in

Looking back at the counseling you had from any person (including Research and Guidance Laboratory staff) while you were in *high school*, answer the following. (Check all your reactions which apply.)

59 (✓) It was very helpful. — the Guidance Lab, not my h.s. counselor
60 ( ) It was adequate.
61 ( ) It didn't help.
62 ( ) The counseling was inadequate.
63 ( ) I didn't take advantage of the counseling program.
64 ( ) I didn't need counseling.

99

1	2-6	7
	62076	

It helped most in:

8 (✓) vocational areas.
9 ( ) personality development.
10 ( ) decision making.
11 (✓) learning my strengths.
12 (✓) learning my weaknesses.
13 (✓) developing self-confidence.
14 (✓) obtaining scholarships.
15 (✓) giving encouragement.
16 ( ) solving educational problems.
17 ( ) Others (explain) ______
18B ______
19E ______

It helped least in:

20 ( ) vocational areas.
21 (✓) personality development.
22 ( ) decision making.
23 ( ) learning my strengths.
24 ( ) learning my weaknesses.
25 ( ) developing self-confidence.
26 ( ) obtaining scholarships.
27 ( ) giving encouragement.
28 (✓) solving educational problems.
29 ( ) Others (explain) ______
30B ______
31E ______

Underline item(s) checked above that you want to emphasize.

Comments: The guidance lab did wonders for my ego & exposed me to educational opportunities that I hadn't even considered.

Counseling could have helped more by giving me more guidance concerning:
(Check *all* which apply in each column below.)

32 (✓) educational matters.
33 ( ) finding jobs.
34 ( ) scholarships.
35 ( ) careers.
36 ( ) analysis of myself.
37 ( ) encouragement and support.
38 ( ) help in personal problems.
39 ( ) help in decision making.
40 ( ) an understanding of my interests.
41 (✓) I needed a more approachable counselor.
42 (✓) Other (explain) My h.s. guidance counselor doesn't know that
43B there are schools east of Michigan. Besides, her personality
44E is so disagreeable that nobody cares to see her.

Underline the most important item(s) you checked above.

Comments: ______

The following questions can be used to summarize your reactions to specific high school experiences. In each question check the *one* response which seems to express your feeling about the help that you wanted to receive. (Once again, I'm not speaking of the guidance lab)

45 How much of the help that you wanted in *choosing an appropriate vocation* (an occupation suited to your interests, capacities, etc.) did you get when you were a high school student?

(✓) 1. All I wanted. which wasn't much
( ) 2. Considerable, but not enough.
( ) 3. I didn't need any.
( ) 4. None.

46 How much of the help that you wanted in choosing *appropriate out-of-class activities* (clubs, athletics, dramatics, etc.) did you get when you were a high school student?

☐ 1. All I wanted.
☐ 2. Considerable, but not enough.
☑ 3. I didn't need any.
☐ 4. None.

47 How much of the help that you wanted in choosing *appropriate subjects or courses* did you get when you were a high school student?

☐ 1. All I wanted.
☐ 2. Considerable, but not enough.
☑ 3. I didn't need any.
☐ 4. None.

48 How much of the help that you wanted in *choosing a particular college* did you get when you were a high school student? → I got plenty of jaundiced opinions

☐ 1. All I wanted
☐ 2. Considerable, but not enough.
☐ 3. I didn't need any.
☑ 4. None.

49 How much of the help that you wanted in *acquiring self-confidence and poise* did you get when you were a high school student?

☐ 1. All I wanted.
☐ 2. Considerable, but not enough.
☐ 3. I didn't need any.
☑ 4. None.

50 How much of the help that you wanted in *developing intellectual interests* (in order to become a more cultured person) did you get when you were a high school student?

☐ 1. All I wanted.
☐ 2. Considerable, but not enough.
☐ 3. I didn't need any.
☑ 4. None.

List the scholarships that were *offered* to you as a high school senior. Check those scholarships you *accepted.*

Name of Scholarship	Source	Total Amount of each scholarship *for the first year* of college	Check if accepted
Univ. scholarship	Brown Univ.	$2350	✓
Alpha scholarship	Hage College	$1200	
Baker scholarship	Lawrence College	$1600	
Sloane Scholarship	Wisconsin	?	

51 NO
52 NA

Give your best estimate of the total cost of *your first year* in college. (This will be used in answering high school students' and parents' questions about the cost of going to college.) $3900

How will you meet this cost?

53-56 $ 2350 Amount from scholarships.
57-60 $ — Amount from parents.
61-64 $ 750 Amount from your savings.
65-68 $ 400 Amount from loans.
69-72 $ 300 Amount from part-time work.
73-76 $ 100 Other (Specify) gifts from relatives

1	2-6	7
	62076	

8 Are you living at home? Yes ( ) No (✓)

What financial problems do you anticipate during your next three years of college? None, unless I tire of working

Indicate the *number* of organized *activities* of each type in which you have participated in college.

9	( )	Student government	21	( )	Theater
10	(1)	Musical	22	( )	Radio, TV or film
11	( )	Social fraternity or sorority	23	( )	Service (include living unit)
12	( )	Political and social action groups	24	( )	Social committees
13	( )	Journalism and publications	25	( )	Military clubs or activities
14	(1)	Religious organizations	26	( )	Arts and crafts
15	(1)	Intercollegiate athletics	27	( )	Forum and debate
16	( )	Intramural sports	28	( )	Literary societies
17	( )	Recreational clubs	29	( )	YMCA or YWCA
18	( )	International clubs	30	( )	Other (explain)
19	( )	Subject matter clubs			
20	( )	Special interest clubs (Chess, bridge, etc.)	31B		
			32E		

Indicate the *number* of positions of *leadership* you have had in each type of organized activity in which you participated in college.

33	( )	Student government	45	( )	Theater
34	( )	Musical	46	( )	Radio, TV or film
35	( )	Social fraternity or sorority	47	( )	Service (include living unit)
36	( )	Political and social action groups	48	( )	Social committees
37	( )	Journalism and publications	49	( )	Military clubs or activities
38	(1)	Religious organizations	50	( )	Arts and crafts
39	( )	Intercollegiate athletics	51	( )	Forum and debate
40	( )	Intramural sports	52	( )	Literary societies
41	( )	Recreational clubs	53	( )	YMCA or YWCA
42	( )	International clubs	54	( )	Other (explain)
43	( )	Subject matter clubs			
44	( )	Special interest clubs (Chess, bridge, etc.)	55B		
			56E		

57 Please use the remaining space to give more information on any of the questions asked above, or to write anything you want about your college experiences, your present plans, or your plans for the future. You might want to comment on the counseling you have had, the ways in which colleges or high schools can be improved, or any other matter that interests you. Use the back of this page or attach another if needed. We will read your comments with great interest, and they may be helpful in counseling high school students who plan to go to college.

APPENDIX VI

WORKSHOP RESOURCE PACKET

CLASSROOM DISCUSSION

Classroom Discussion

This is a nearly verbatim transcript of a class of first and second graders at a local school, discussing work. The children were participants in a "problem-solving" project conducted by personnel from the Dane County Mental Health Association. On days when the children felt they had no problem to discuss, we tried to find other relevant topics such as this one-work.

Mr. E.: Today, we want to talk about a special thing. Can we talk about work? Is that OK? Does anybody feel they can tell us what work is?

Mrs. S.: What is work?

Jeff: I forgot.

Rick: Work is something you learn with.

Richie: Fixing leaks.

John: Sometimes work is stuff you have to do, sometimes you get it right and sometimes you get it wrong.

Lisa: School work is work.

Julie: Oh no it isn't. School work is fun.

Steve: Work on lawn.

Deedee: Walking can be work.

Julie: Work is learning stuff; and if we didn't have teachers and schools we wouldn't learn anything. I'm glad we have school.

Larry: Sometimes work is hard.

Eric: In gym we learn a lot.

Jim: Work is where you learn what you know. Work is a way that you can learn and learn what you want to know.

Sandy: Work is everything we do.

Kenny: Ah, sometimes work can be fun.

Mr. E.: When can it be fun?

Kenny: When you're playing in gym or something.

Greg: Work is to keep you busy.

Gail: Work is learning how to write and how to read.

Jeff: Work is when you learn something.

Mrs. S.: OK, let's have people who didn't have a turn.

Amy: Like learning the "abc's".

Missie: Like learning the "abc's".

Bob: Work is fun to do in gym.

Mrs. S: Now can anybody think why you do work?

Jay: Because work gives you something to do and keeps you busy.

Eric: I always climb the rope higher than anybody else in gym because I like it. It's easy.

Jim: Work to learn lots of things. . . . . I forgot the rest.

Sandy: I like work because it helps your muscles and that in gym.

Mr. E.: That's right, Sandy, work can be good for your body.

Kenny: I like work because in reading I always get too many stars.(laughs).

Jeff: Work can help you to learn everything.

Gail: If you work today you don't have to work tomorrow.

Mr. E.: So, sometimes you work so you can have some time off.

Ricky: I forgot.

Richie: You have to do work to keep the world clean.

Stevie: My sister is in the high grades and she helps me to learn more.

Mrs. S.: Stevie's sister is in fourth grade.

Mr. E.: Julie, can you think of why somebody might want to work?

Julie: Well, if we never worked we wouldn't know how to read; so I like school because we learn how to work and do stuff.

Larry: I work to learn stuff by studying.

Mr. E.: OK, Larry, studying can be work. Can studying ever be fun?

Sandy: School is fun when we make rabbits and that at school; we make fun things.

Mr. E.: What kind of things aren't fun things?

Sandy: I don't want to say it.

Jim: I know. Work, reading, reading is work.

Mr. E.: What are fun things you do here in school - for you Jim?

Jim: When you make projects like our rabbits.

Gail: Snowmen.

Jim: Everyday in gym, when we have gym, I can't make it up the rope.

Eric: I can make it up to the top.

Mr. E.: OK, then do you try, Jim? When you can't make it at first? Is that work?

Jim: Yes it can be.

Eric: I always get to the top. I do it all the time.

Mr. E.: Was it hard work for you Eric?

Eric: No it was fun.

Mrs. S.: I was wondering if anybody can think of jobs people do. There are lots of jobs people do, aren't there?

Laurie: Cleaning up the streets.

Ricky: Working on airplanes.

Mr. E.: What different kinds of work are there on airplanes?

Laurie: Someone has to clean them up.

Richie: Picking up trash.

John: Building schools and houses.

Missie: Plumbers fix pipes.

Lisa: The house burned down and someone fixed it up.

Mrs. S.: Who came to put out the fire?

Lisa: Firemen.

Mrs. S.: Is that work or a job too?

Lisa et.al.: Oh yes.

Wade: Building rockets and giant airplanes.

Stevie: If you, our moms and dads didn't work, we'd all die.

Julie: . . .and we wouldn't have the money to buy food.

Mr. E.: OK, that can be a reason why people work - to get money to buy food.

Jay: Every time my daddy comes home from a trip he always has to pick up a million bms.

Julie: What are bms?

Mrs. S.: Do you mean that your daddy works with IBM cards, Jay?

Jay: Inaudible....No, in the yard from the dog.

General laughter from class.

Mr. E.: Oh, that can be work too, cleaning up after our pets.

Julie: My dad's a pilot and he has to take care of the plane and being a co-pilot and being a teacher can be a job too.

Deedee: Being a girl scout or leader can be a job.

Lois: My dad works at the state office building.

Mr. E.: Do you know what he does there, Lois?

Lois: He just works there.

Larry: Gasoline man for your car.

Eric: My dad brings things home from work for me. He works at the state office building.

Jim: Yesterday, I was outside playing when I saw this one big kid carrying a hose. He brought it over to this one house and hooked it up because he was washing the swings at the park for everybody to use them.

Sandy: We do jobs or duties here at school.

Mrs. S.: These duties in the room are our jobs.

Kenny: Picking up trash and air pollution.

Jim: You can't pick up pollution.

Kenny: Well, cleaning, helping clean the air.

Gail: My daddy always goes up north with the boy scouts and then he always takes care of them.

Mr. E.: Now, Jim said that some people go to work to make money to feed their families. What are some other reasons why people go to work?

Sandy: Doctors help you to get well.

Eric: In order to get money to buy things.

Larry: People work at stores too.

Mr. E.: Do you know why they work at stores?

Larry: I forgot.

Sandy: Army people work in order to learn how kill vietnamese and doctors work to help people live.

Kenny: So they can get money so their family can buy stuff.

Laurie: To earn money.

Ricky: My dad works for (inaudible) and he earns _____ a week.

Mr. E.: OK, he works for money. Let's try to think of other reasons why people work.

Richie: More money to buy houses.

John: You need money to get clothes and cars.

Lisa: You need money to take care of the old people too.

Wade: Give stuff to older people and poor people.

Jay: Sometimes people need money to pay for houses and to paint houses and to pay the painters to paint the house.

Julie: My mom and dad work because they want money and sometimes they make things for old people - like sometimes I help them, like for Easter we dyed eggs, too, and made these Easter crowns.

Mrs. S.: Julie, how did the older people feel when you gave them things?

Julie: Well, they kind of liked it. Younger people can make old people happy.

Sandy: Every time at Easter or something like this, my uncle, he goes around and sells flowers and stuff; and sometimes he gives them to people, or just a little bit of money, especially old people who can't get around, just to make them feel better.

Kenny: Well sometimes I have old magazines. I go out and sell them.

Mr. E.: Do some jobs take special - do you know what training is? Who knows what training is?

Jeff: People train other people how to know to do all these things like work on airplanes, trains, busses, cars.

Sandy: In the Army, you have got to know how to shoot a gun and drive a truck.

Larry: You have to train dogs too.

Eric: Yeah, Army dogs, too.

Kenny: And when people are blind they need dogs for walking.

Mrs. S.: Do you ever train your regular family pet dogs?

Jeff: You train them to do tricks.

Kenny: Like the big collie that lives behind school- she's trained to carry a paper bag in her mouth.

Richie: You need a lot of training to run a circus.

Ricky: Me and my dad, we train our cat.

Julie: We have a kitten two months old. Its name is duchess. Without a leash or anything my dad let her outside and my dad took off her collar, but we didn't have a leash yet; and we let her out; and I brought her right in because I was scared she would run away; and so tonight when my mom comes home; she's going to bring a halter for the cat and I'm going to have to teach her how to walk.

Mr. E.: Can anybody think how school can get us ready for jobs?

Eric: You can learn about work in school.

Larry: Just learning how to read books can get you ready for a job.

Mrs. S.: What about some of the jobs you were naming before - like airplane pilots and picking up the trash? Do you have to go to school to learn how to do these things?

Kenny: You don't have to learn how to pick up trash.

Gail: The lady next to school had her dog trained to carry bags.

Mr. E.: That's right Gail, but we want to talk about -- maybe Mrs. S. can ask her question again.

Mrs. S.: Some of you were naming jobs before and different kinds of work; now do you have to go to school or learn special things for those jobs?

All: Yes, but not picking up trash.

Mrs. S.: Like...do you think I had to learn special things to be a teacher?

Kenny: You had to go to school just like us.

Mrs. S.: I did ,didn't I?

Lisa: To learn to teach us art.

Richie: If you didn't to to school, you wouldn't be a teacher and you wouldn't be teaching us.

Mrs. S.: No, I wouldn't would I? I had to learn a lot of things. Even nurses and doctors have to learn much. Do they go to school?

Danny: Nurses and doctors have to learn so they won't give you the wrong stuff.

Jim: When I broke my arm they had to know where to put the splint.

Julie: Mrs. S. had to go to school for years to learn how to teach us or else she couldn't - she wouldn't know how to teach us.

Larry: Once I fell and broke my leg and doctors at the hospital fixed it.

Sandy: If you want to play in a band or some instrument, you have to go to school to learn how to play it.

Mr. E.: Who can think about what they'd like or not like about some of the jobs we talked about?

Eric: I'd like to be a house builder.

Mr. E.: What wouldn't you like about being a builder?

Eric: I wouldn't like being in sewers, if I had to build sewers.

Jim: If I was a builder, I'd like to drive trucks and haul loads and stuff. I could learn it all from my dad.

Sandy: Like with animals, you teach dogs and that (inaudible).

Kenny: I'd like to race a car.

Mr. E.: OK, if you were a race driver, what part do you think you wouldn't like Kenny?

Kenny: Getting in accidents - I hate the thought.

Ricky: I'd like to be a pilot flying, but I wouldn't like to learn to fly.

Richie: I wouldn't like getting in a crash and getting hurt.

John: I like to work at home, but all the time I get cut because there's glass in the yard.

Julie: Well, I'd like to be a pilot, but I don't like having to wait so long to learn.

Larry: I'd like to be a policeman and ride a motorcycle, but I don't like having to start it all the time.

Sandy: Or giving people tickets all the time. I'd like to take care of dogs and train them, but if they die, you have to clean up after them.

Mrs. S.: Is there anything about any jobs you think would do good or make you feel good inside?

Stevie: Riding a bike.

Missie: If you could play and not get dirty.

Richie: If you race and win.

Ricky: My dad, he was a motorcycle racer and he wiped out but he didn't get hurt.

Julie: I'd like to be a pilot because everybody in my airplane would feel real good because they were in my plane, but I wouldn't want to crash.

This essay was presented to an English teacher in a Laboratory high school following a classroom discussion regarding the heritage of people attending this school.

January 26, 1970

(Unedited)

Miss ________:

Thank you very much for your help in my writing. I really do appreciate it. I'm grateful.

You asked me some questions the other day, which I couldn't really answer. The answers were there, but I couldn't word it correctly.

My own feelings about returning to the Res are: I hope there will always be a place for me to go. It isn't the best land in the world, but it is a place of our own, but really it belongs to the government. But we can still call it our own. The Menominee Indians were terminated and are a county now. They are making out OK., but are not even considered Indians anymore. To me they still are Indians and always will be. To themselves they still are too. I hope this never happens to us because no one can buy our pride or our heritage from us. He also cannot take away our Red Skin, Black hair, or any other characteristics we have. I'm sure many of my people will agree with me. Many probably can say it better.

Another question you asked was how it would be if we came over here and the white men were already here. I really don't know, but I wonder if things wouldn't have been better. The Indian was always an outstanding person. He was taught to be honest, and be friends with everyone. After all the times he was pushed around and promises broken to him he had courage to withstand it and keep on trying. It probably would have turned out similiar to today. We probably would have had Indian culture taught, because of our pride, but then if it was reversed your culture would have been the background of our customs. The Indian learns to live with discrimination. He tries to ignore it, but always can't. An Indian man once said, "Don't try to get revenge, but live with it, and keep on trying to make friends." (Similiar to it, I don't remember his exact words.)

Another question in your mind was about the school they had up here. I was not fortunate to ever attend it. I'll tell you some history which I believe will help you.

In 1734 Rev. John Sergeant ministered to the Mohicans (at this time Stockbridge). He graduated from Yale. The Indians respected him and built a church for him. To show this great respect for Sergeant they built a school for their sons. Mr. Woodbridge was hired to teach. In 1736,40 students were then attending this school. There were also white children attending. The quality of learning was excellant with the Indian proving to have been much better than that of the white children.

These two men grew to love the Indians. They also learned the native tongue of the Mohicans.

Because of these two men and the important part they played in our history, the Mohicans build a school and a church as soon as possible in each new settlement. A missionary and a teacher usually traveled with them when searching for a new home.

When Rev. Sergeant died the Indians mourned and fasted. The following passage was inscribed on his grave stone. It was made up by an Indian of my tribe.

"Where is that pleasing form? I ask, thou cans't not show:
He's not within, false stone there's nought but death below
And where's that pious soul, that thinking, conscious mind?
Wilt thou pretend, vain cypher, that's with thee enshrined?
Also, my friends, not here with thee that I can find;
Here's not a Sergeant's body, or a Sergeant's mind.
I'll seek him hence, for all's alike deception here.
I'll go to heaven, and I shall find my Sergeant there."

I hope I cleared up your questions. Please pardon poor pennmanship.

Sincerely,

A Proud Mohican
Pride in my heritage,
not my human qualities.

APPENDIX VII

WORKSHOP RESOURCE PACKET

ANNOTATED BIBLIOGRAPHY

Published Research Reports

Research and Guidance Laboratory
University of Wisconsin
Madison, Wisconsin

1. Alexakos, C. E. 1966. Predictive Efficiency of Two Multivariate Statistical Techniques in Comparison with Clinical Predictions. Journal of Educational Psychology 57: 297-306.

   College GPA of academically superior high school students was predicted by statistical methods (regression and discriminant analyses) on the basis of 19 independent variables, and by clinical counselors on the basis of all information collected through counseling interviews and testing during the four high school years. Results indicated that statistical predictions were slightly superior to the clinical ones; however, both types of prediction were not as efficient as one would wish them to be. Weighted combinations of the three methods increased the efficiency by 37 percent in the least favorable case and by 106 percent in the most favorable. It was concluded that combinations of clinical-statistical predictions could be more efficient and more useful in counseling college-oriented students than any single method.

2. Alexakos, C. E., and Rothney, J. W. M. 1967. Post-High School Performance of Superior Students. Personnel and Guidance Journal 46: 150-5.

   Post-high school education and career progress patterns of 214 participants were compared to those of a matched group of University students who did not participate in the Laboratory.

Two and three years after high school, Laboratory participants were shown to be more persistent in higher education, receiving more scholarship aid for college, and in more honorary and leadership positions. They also were different on reasons for dropping out or not attending college, plans to re-enter college (if not enrolled), and long-range plans. It was concluded that participation in the Laboratory was helpful to superior students insofar as the criteria under study were concerned.

3. Alexakos, C. E., Stankowski, W. M., and Sanborn, M. P. 1967. Superior High School Students' Thoughts about the Future and Their Later College Achievements. *Vocational Guidance Quarterly* 15: 273-80.

Essays written by 73 students in grade 12 were analyzed to determine degree of optimism, sense of need for higher education, humanistic ideals, concern for society, materialism, leadership intentions, marriage goals, immediate goals, and long-range goals. Results were correlated with college scholastic performances. The students showed more optimism about their own personal futures than about the future of the world. The self-view was the better predictor of later academic success. In general, patterns of attitudes and beliefs expressed in the essays correlated with college grades as well or better than patterns of high school grades and test performances previously studied. Superior students' college performances appeared to be related to expressed ideals, concerns, and attitudes investigated.

4. Atkinson, D. R. 1971. Effect of Selected Behavior Modification Techniques on Student-Initiated Action. *Journal of Counseling Psychology* 18: 395-400.

94 high-achieving tenth-grade pupils were randomly assigned to treatment conditions: (1) cue presentation plus systematic reinforcement; (2) video-tape social model plus reinforcement; (3) role playing plus reinforcement; and (4) control procedure. Students in treatment groups 1 and 2 reported taking action on a greater proportion of counselor-suggested activities than did students in the control group. Role playing was found to be no more effective than the control procedure. Subjects reported counselors' activities had little or no effect on their decision to initiate action.

5. Atkinson, D. R., Davis, J. L., and Sanborn, M. P. 1972. Behavioral Techniques: Effective with Superior High School Students? *School Counselor* 19: 254-60.

Three orientation methods were used to prepare superior high school seniors for educational-vocational information interviews. Two behavioral counseling techniques employed in group settings, cue presentation plus systematic reinforcement and social modeling plus reinforcement, were compared to a "traditional" group discussion approach. The first treatment was found to be the most effective method for increasing student information-seeking. Both behavioral methods were associated with larger amounts of criterion behavior than the "traditional" method.

6. Atkinson, D. R., Peterson, T. L., and Sanborn, M. P. 1971. The Effect of Class Visitations on Superior Students; Concepts of a University Class. Journal of College Student Personnel 12: 353-8.

This study was an attempt to determine if the practice of class visitation was associated with changes in high school students; concepts of university instructors, students, and classroom environments. Pre- and post-visit concepts of a university class held by ninth- and eleventh-grade students were analyzed together with those of a comparison group. The results suggest that ninth graders, after one class visit, are more likely to change their concepts than are eleventh graders who have had two previous visits. Both groups changed their concepts more than the comparison group. Implications for college visitation and orientation programs are discussed.

7. Bourne, R. K., and Rothney, J. W. M. 1960. Assessment of Counselees Writing Skills by Tests and Essays. The Vocational Guidance Quarterly 8: 21-4.

The study was to determine how well the Language Usage Test of the Differential Aptitude Tests would predict writing performances of ninth-grade students. Test data did not provide meaningful scores predictive of students' written performances.

8. Bradley, R. W., and Sanborn, M. P. 1969. Ordinal Position of High School Students Identified by Their Teachers as Superior. Journal of Educational Psychology 60: 41-5.

Birth orders of 1503 students who attended from 1956-1965 were compared with census figures and with chance expectancies based on number of children in Ss' families. Significant overrepresentations of firstborns were found for nine of the ten years and for every family size. Striking similarities were found between the overrepresentation of firstborns in this population and groups of college students and eminent persons reported in previous studies.

9. Bradley, R. W., and Sanborn, M. P. 1971. Using Tests to Predice Four Year Patterns of College Grade Point. Journal of College Student Personnel 12: 139-42.

Test scores obtained during high school on aptitude and scholastic ability measures were analyzed in relation to a broad criterion of college accomplishments in academic, activities, leadership, and future goals of 367 top students from 70 Wisconsin communities. The use of longitudinal predictors and a broad spectrum composite criterion provided better-than-usual opportunities for tests to indicate their effectiveness.

Meaningful relationships could not be established between the high school test results and either academic or nonacademic college accomplishments. Findings were thought to show the need for guidance people to establish other measures to use in advising college-bound students.

10. Camp, W. L., and Rothney, J. W. M. 1962. Use of the Concept Mastery Test in Study of Superior High School Seniors. Vocational Guidance Quarterly 10: 223-5.

Performance of 49 males and 51 females on the Terman Concept Mastery Test (TCM) were analyzed to determine related personal, scholastic, and demographic variables. TCM scores were shown to be interdependent with percentage of rural population attending the schools where the subjects attended, occupational level of fathers, educational level of fathers, career goals of the subjects, broad field interests (humanities vs. sciences), and use of reading as a recreational activity. There was some evidence to suggest that the TCM is culturally biased.

11. Camp, W. L., and Rothney, J. W. M. 1970. Parental Response to Counselors' Suggestions. The School Counselor 17: 200-03.

A total of 416 suggestions were offered by counselors to parents of 47 boys and 51 girls. Suggestions were intended to stimulate action in development of independent learning, consideration of careers, improving reading habits, participating in activities, changing study habits and school course loads, planning beyond high school, etc. Parents were surveyed to discover what actions they took on the suggestion. Their responses were verified by means of independent reports from their children. Results showed the utility of parent-counselor conferences wherein the counselor presents specific ideas for parents to follow through on. Most parents respond when counselor provide direction in the form of specific suggestions based on knowledge about the child.

12. Cody, J. J., and Rothney, J. W. M. 1963. Oral Problem-Solving Performances of Superior High School Students. Personnel and Guidance Journal 41: 25-9.

Twelve "brain twisters" were administered in individual interviews to 474 students in grades 9-12. Students were asked to solve the problems orally, and their responses were tape recorded and analyzed to determine processes whereby solutions were reached. Analysis of processes utilized by the students indicated that individual strengths and weaknesses could be discovered. Problem-solving skills did not improve significantly over the four-year period of high school attendance. More focus on processes whereby students solve problems appeared to be justified.

13. Frederickson, R., and Rothney, J. W. M. 1968. State-Wide Implementation of Classroom Practices for Superior Students. _Journal of Exceptional Children_ 35: 135-40.

40 matched secondary school faculties were compared on implementation of recommended classroom practices for high-performing students. 20 faculties had taken part in the Laboratory and 20 had not. Practices counted were cross validated. Laboratory teachers used more within classroom activities. The study indicated that beginning teachers need special aid. When in-service training was focused on specific classroom practices, the results were the most successful.

14. Hays, D. G., and Rothney, J. W. M. 1961. Educational Decision-Making by Superior Secondary-School Students and Their Parents. _Personnel and Guidance Journal_ 40: 26-30.

Intrafamily relationships of 100 ninth-grade boys and girls and their parents were analyzed to discover how often parents leave educational decisions to their children. Types of decisions of concern were those dealing with enrichment, acceleration, ability grouping, post-high school planning, leadership. It was clear that parents--particularly fathers--would rather make the choices than leave them to the children. There was a significant agreement among families on only about one-third of all educational issues included in the survey. Implications were for more counselor-arranged conferences between faculty, parents, and students for the purpose of educational decision-making.

15. Henjum, R. J., and Rothney, J. W. M. 1969. Parental Action on Counselors' Suggestions. The Vocational Guidance Quarterly 10: 54-8.

The study was designed to determine differences in help given by parents to children who participated in the Laboratory program from help given by parents who were not associated with the program. Parents of 97 superior students who participated in the Laboratory were compared with parents of 91 students who showed superior performances but were not Laboratory participants. Parents who had discussed their children annually with Laboratory counselors took more active roles in children's occupational planning than had parents in the comparison group. College-educated parents in both groups were more active than noncollege parents, the latter tending to rely more heavily on school personnel for educational-vocational guidance.

16. Hoedt, K. C., and Rothney, J. W. M. 1963. Guidance for Superior Students: Some Problems. Vocational Guidance Quarterly 11: 199-202.

Implementing ideas for improved guidance and education of superior students is easier said than done. Structured interviews with 46 principals of schools participating in the Laboratory program indicated that although 96 percent approved of guidance suggestions made regarding students in their schools, about one-fourth said they would not strongly support implementation of such services. A primary reason for hesitancy was the principals' belief that existing school staff was inadequate to do the job.

17. Hoedt, K. C., and Rothney, J. W. M. 1973. The High School Principal and the Superior Student. _Bulletin of the National Association of Secondary-School Principals_ 47: 40-9.

46 high school principals were surveyed to determine their attitudes toward use of 20 practices commonly recommended for the improvement of education for superior students. At least 30 percent of the principals reported problems in implementation of 18 of the procedures, and none of the procedures was supported strongly by all principals. The most common reasons given for not implementing practices were faculty opposition, undesirable effects on students, and lack of staff competent for implementation. Practices which deviated seriously from normal school practices were endorsed by fewer than half the principals; whereas practices which were less deviant were usually endorsed.

18. Jessell, J. C., and Rothney, J. W. M. 1965. The Effectiveness of Parent-Counselor Conferences. _Personnel and Guidance Journal_ 44: 142-46.

Reports of action taken by 35 sets of parents that resulted directly from parent-counselor conferences were obtained and examined. The conferences had been held annually over the three-year period. Parents' reports were compared with those obtained from students by use of parallel report forms. The evidence suggested that when counselors knew the students well enough to offer specific recommendations for parental consideration they were most effective in stimulating action.

19. Koeppe, R. P., and Rothney, J. W. M. 1963. Evaluation of First Steps in the Counseling of Superior Students. Personnel and Guidance Journal 42: 35-9.

A follow-up of 75 ninth-grade Laboratory participants and their parents and teachers were conducted to determine whether the students' day at the Laboratory led to changes in students' attitudes and/or behavior. Students reported changes in the extent to which they discussed career plans and increased time spent in reading and study. Teachers reported increases in students' class participation, time spent in study, thoroughness of work, and requests for enriched assignments. Parents reported increases in the extent to which their children spoke with them about educational and vocational plans. No changes about self-attitudes were detected.

20. Lewis, C. W., Bradley, R. L., and Rothney, J. W. M. 1969. Assessment of Accomplishments of College Students Four Years After High School Graduation. Personnel and Guidance Journal 47: 745-52.

Procedures are described which are used in developing and testing a method for making global assessments of students' college accomplishments four years after high school graduation. The objectives of colleges as stated in their bulletins are usually classified into such categories as academic accomplishments, accomplishments other than academic, clarity and purposefulness of educational-vocational goals, and participation and leadership in extra-curricular activities. Expected levels of student accomplishments were developed for each of the above categories, and hierarchies containing three levels above and three levels below the expected levels were defined. Methods for assessing and quantifying performances in each of the separate categories and combining them into a global assessment of accomplishments were described. The results of a trial of the procedure with 497 students is presented.

21. Mowesian, R., Heath, B., and Rothney, J. W. M. 1966. Superior Students' Occupational Preferences and Their Relationships to Fathers' Occupations. The Personnel and Guidance Journal 45: 138-42.

The relationship between the occupational preferences of 147 superior students and their fathers' occupations was traced over the four-year period that the students attended high school in Wisconsin. Analysis of the data indicated that both male and female superior students tended to state vocational preferences at the professional level early in high school and to maintain this preference throughout. The results suggest that theories of vocational development which imply that stages are passed through during later adolescent periods do not apply to superior students.

22. Mueller, W. J., and Rothney, J. W. M. 1960. Comparisons of Selected Descriptive and Predictive Statements of Superior Students, Their Parents, and Their Teachers. Personnel and Guidance Journal 38: 621-5.

Opinions of 78 ninth graders, their parents, and their teachers were studied to determine the extent of mutual understanding among individual student-parent-teacher groups. Results showed a great deal of inconsistency between descriptions of persons close to the students and self-descriptions of the students. Students consistently underestimated parents' opinions about them, and were actually more aware of teachers' opinions than of parents'. Implications were for increased counselor activity with teachers and parents, as well as with students, aimed at improving interpersonal understanding among principal persons in the students' life.

23. Nelson, R. J., and Rothney, J. W. M. 1964. Television and the Superior Student. School and Society 92: 385-9.

100 superior students in grade 12 were compared with a sample of 100 students drawn at random from high school senior classes, to determine differences in TV viewing habits and influences. Superior students viewed less than half as many drama shows on a regular basis, and approximately one-third fewer programs of other types than did the comparison group of students in general. They also showed less knowledge of TV programming than the comparison group. Superior students most frequently viewed sports events on TV, whereas the comparison group most frequently viewed situation comedies and variety shows. It was speculated that superior students may prefer more achievement-oriented activities, or that they may derive more entertainment from activities such as reading.

24. Peterson, T. L., and Sanborn, M. P. 1972. Counselor-Conducted In-Service Training Sessions for Teachers. Journal of Counseling Psychology 19: 156-60.

285 teachers, counselors and administrators from 15 schools participated in group training procedures designed to promote use of independent study contracts with superior students. Three separate methods of training were compared to determine which led to the most follow-through action on the part of teachers. Results

indicated that a highly structured small group format was most effective, and that instruction on exactly how to implement independent study was important to follow-through.

25. Rothney, J. W. M. 1958. A Guidance Laboratory for Superior Students. The Gifted Child Quarterly 11: 28.

An early description of the Laboratory program.

26. Rothney, J. W. M. 1963. Studies in the Discovery and Guidance of Superior Students. Cooperative Research Project SAE 8961, U. S. Office of Education, 101 pp.

The report summarizes a number of separate studies carried on over a three-year period with 1,400 superior students. Separate chapters are organized to discuss the use of personal documents in analyses of attitudes, study of oral problem-solving performances, and problems in actuarial and clinical predictions of performance.

27. Rothney, J. W. M. 1963. Studies in the Discovery and Guidance of Superior Students. Cooperative Research Project SAE 8961, U.S. Office of Education, 101 pp.

The report contains a variety of findings from several research efforts. Follow-up data on high school graduates of 1961, 1962, and 1963 are included.

28. Rothney, J. W. M. 1966. Improving Reports to Parents. The National Elementary School Principal 45: 51-3.

The paper suggests improved procedures for providing parents with information and viewpoints regarding their child's development in school. The author suggests clearer use of language, replacement of labels with analytical terms which lead to action, employment of more longitudinal data so that suggestions for next steps will be based on a developmental view of the child. The discipline of such a reporting scheme ought to lead to better parental understanding of what to expect from the school, and more effective school efforts to meet those expectations.

29. Rothney, J. W. M. 1966. Fifty Suggestions for Providing for Superior Students. The Mathematics Teacher 2: 221-5, Madras, India.

30. Rothney, J. W. M., and Cody, J. J. 1961. The Superior Student and Physical Education. Wisconsin Association for Health, Physical Education and Recreation Newsletter 31: 3-4.

A survey of 237 students in grades 9-11 revealed that about half of all respondents would not take Physical Education courses if they were not required. They did not think physical education classes were as important as academics. Many cited their own physical activities as adequate for their physical development. Most did not see physical education classes as centered on improvement of physical skills.

31. Rothney, J. W. M., and Sanborn, M. P. 1965. Verbal Skills of Superior Students. Final Report, Cooperative Research Project #S-036, U. S. Office of Education, 79 pp.

An attempt was made to develop a new form of verbal reasoning assessment. The instrument (Wisconsin Inventory for Talented Students-Analogies) consisted of 39 analogies items. Students were asked to construct new analogies statements containing elements and involving principles important in the given analogies. Results showed that performance on the WITS-Analogies was not highly related to other test performances. Also it was discovered that students' ability to explain elements, principles, or meanings associated with given items was not highly related to their ability to create new examples. The WITS-Analogies was thought to have promise for those interested in assessment of verbal skills beyond usual recognition and recall tasks.

32. Rothney, J. W. M., and Sanborn, M. P. 1966. Wisconsin's Research-Through-Service Program for Superior Students. Personnel and Guidance Journal 44: 694-9.

A description of the Laboratory program during early years.

33. Rothney, J. W. M., and Sanborn, M. P. 1967. Identifying and Educating Superior Students in Wisconsin High Schools. Research and Guidance Laboratory for Superior Students, The University of Wisconsin, Madison, 49 pp.

This booklet describes 20 individualized approaches high schools have found useful in providing for educational needs of superior students.

34. Rothney, J. W. M., and Sanborn, M. P. 1968. Promising Practices in the Education of Superior Students. Cooperative Research Project D-119; U. S. Office of Education.

Final report of a research and demonstration program concerning individualized procedures for superior high school students.

35. Sanborn, M. P. 1965. Vocational Choice, College Choice, and Scholastic Success of Superior Students. Vocational Guidance Quarterly 13: 161-8.

The study was an exploration of relationships among students' vocational goals, their educational goals, their reasons for selecting particular colleges to attend, and their success or lack of success in the first semester of college. Results led to the conjecture that career goals and scholastic success are interdependent during high school as well as during college, and that expressed goals which are later changed may have the

in independent judgments concerning value hierarchies of students. Patterns of the values under study (Material, Recognition, Social, Personal Development) had considerable stability over the four-year high school period.

39. Sanborn, M. P., Pulvino, C. J., and Wunderlin, R. F. 1971. Research Reports: Superior Students in Wisconsin High Schools. Research and Guidance Laboratory for Superior Students, University of Wisconsin, Madison, 54 pp.

This booklet summarizes findings of a variety of research studies completed at the Laboratory during the 1958-1970 period. Some of the broad implications of these findings are discussed.

40. Smaby, M. H., and Sanborn, M. P. 1971. Interview Involvement Procedures for Getting Action on Guidance Goals. The School Counselor 19: 102-9.

Systematic goal-setting techniques were utilized during counseling interviews with 51 ninth-grade students from 17 schools to encourage student action on ideas to improve their educational and social development. Three separate techniques were evaluated in terms of student-initiated action taken after the counseling sessions. Results indicated that joint planning with the students, particularly when they could see examples of actions suggested for previous students, led to more satisfactory follow-through than has been the case when counselor suggestions are made to school staff members but not to the students themselves.

same effect as stable goals insofar as satisfaction and success in the first year of college is concerned.

36. Sanborn, M. P. 1974. School Counseling: Emphatically not a Therapy Service. In *The Counselor Handbook*: *Essays on Preparation*, Chapter II (G. Farwell and P. Coughlin, Eds.), Intext-Chandler.

This paper provides a suggested model for school counseling and guidance work based on Laboratory procedures tested with gifted and talented students.

37. Sanborn, M. P. 1974. Career Development Problems of Gifted and Talented Students. In *Career Education for Gifted and Talented Students* (K. Hoyt and J. Hebeler, Eds.), Salt Lake City: Olympus Publishing Co., 103-52.

The chapter classifies and illustrates several special problems gifted and talented young people may encounter during the process of selecting, training for, and entering careers.

38. Sanborn, M. P., and Niemiec, C. 1971. Identifying Values of Superior High School Students. *School Counselor* 18: 237-45.

This study was to develop a procedure whereby cumulative records and structured interviews could be used to determine hierarchies of values thought to be related to choices and achievements of superior high school students. Results indicated that counselors using cumulative records, counselors who conducted the interviews, and the students themselves could agree

APPENDIX VIII

NEEDS AND PROBLEMS OF GIFTED AND TALENTED FEMALES

Prepared by Patricia Wolleat and Judith M. Rodenstein

I. Needs and problems associated primarily with environmental or social factors.

A. Attention to the development of one's special talents would seem to be in conflict with the cultural expectations for the development of the female character which would tend to emphasize such qualities as selflessness, well-roundedness, and flexibility. This conflict may produce stress for the gifted female, who is expected to behave one way because she is gifted and another because she is female.

B. Females who conform to the expected sex-role of passivity and dependence may be less likely than her male counterparts to be identified as gifted and may capitalize less on opportunity. The psychological counterpart of this view is the attitude of many girls and women that rewards and opportunities in the educational or occupational structure are gifts or favors and not rightfully deserved.

C. Females, including those who are gifted, have less credibility in academic and professional matters, and are often denied credit for individual contributions to group efforts. Thus, being denied rewards for effort and being rewarded for activities which do not require effort, the gifted female may not develop a keen sense of effort optimism or the belief that recognition and rewards are tied to contributions and achievements.

D. There has historically been less interest and investment in cultivating the academic and professional interests of women.

E. The gifted female will be exposed to fewer same-sexed role models than her male counterparts. This may be true in regard to live models in the school and community, as well as to fictional models in literature and the media.

F. Overt discrimination in the form of reduced opportunities to receive fellowships and awards, participate in athletics and other organized activities, be admitted to graduate and professional schools all serve to limit the development of the potential of gifted women. Title IX should work to alleviate the most overt acts of discrimination against women in the educational sphere.

II. Needs and problems of gifted women associated primarily with personal or psychological factors.

A. The fear that successful achievement in traditionally male fields of endeavor may be perceived by others as a loss of femininity leads to what Mattina Horner has labelled "the motive to avoid success." To the extent that the motive to avoid success is present in a gifted female's motivation system, she may be expected to perform below her potential.

B. The gifted female may resist making specific career and educational plans in order to keep her options open in regard to a future mate. The traditional view of women's careers has been that they are secondary to men's careers and that women prepare for life best when they focus their attention on marrying a suitable husband. This lack of specificity or crystalization in the career planning process may lead to making career choices characterized by low levels of specialization and high levels of mobility.

C. The home/career conflict may be experienced by gifted females more intensely than by other females because of the high valence of having a career.

D. Because achievement in academic and professional situations requires personal qualities widely and erroneously associated with "masculinity," the gifted female who chooses to achieve in these spheres may have unwarranted doubts about her "femininity."

E. Many females, among them the gifted, are characterized by non-assertiveness in interpersonal relationships. This lack of assertiveness may be accompanied by an attitude that rewards and opportunities are gifts or favors and not rightfully deserved.

SOME GUIDELINES FOR THE CAREER GUIDANCE OF GIFTED FEMALES

Prepared by Patricia L. Wolleat

I. Attitudes of teachers and counselors

A. Teachers and counselors should reaffirm their belief in the uniqueness of all individuals and not let stereotypes, myths, or prejudices about either women or giftedness bias their perceptions and interactions with the gifted female student.

B. Teachers and counselors should not be satisfied with irresponsible or lackadaisical career planning among gifted high school girls. At times an affirmative approach is called for in suggesting alternatives.

II. Environmental strategies

A. Teacher, counselor, or administrator strategies to affect the opportunity structure of the school and community

1. Affirmative efforts to begin identifying gifted and talented girls at an early age and a commitment to continuing the identification process throughout the school years.

2. Reduction of overt barriers to pursuing opportunities for advanced work--allowing access to labs and other learning facilities, etc.

3. A broadened scope of counseling and guidance services to include such programs as achievement motivation training and assertion training.

B. Teacher, counselor, and administrator strategies to affect the reward structure of the school and community

1. Make an assessment of the types of rewards and recognition available to the gifted female student in the school and community. Determine whether the reward structure is indeed operating to encourage independent action and whether rewards and recognition are tied to effort and achievement.

2. Design new avenues of expression and recognition where lacking in the present reward structure.

C. Teacher, counselor, and administrator strategies to affect the support structure of the school and community

1. Begin career guidance on a systematic basis as early as possible, even in the elementary school.

a. Include in the career guidance program opportunities for gifted female students to integrate and synthesize career-relevant experiences.

b. Design or program experiences for the gifted female student that would have a low probability of occuring spontaneously or naturally.

2. Make a concerted effort to identify female role models in the school and community. Encourage contact between these women and the gifted female student.

3. Encourage the formation of support groups made up of gifted female students. These support groups may be in the form of counseling groups or special interest groups.

4. Provide assertive training and achievement motivation training for those girls who may need more self-confidence to develop their potential.

LINDA - Profile of a Gifted Student

Census - oldest of three daughters
- mother works as a secretary, father works as a factory worker
- during freshman year of college met Bill on a vacation, got pregnant, was married, dropped out of college
- now has two children Bill is a probation officer and Linda works part-time as a waitress

Elementary School
- was always striving for academic superiority
- declared she wanted to enter the teaching profession, a wholesome and attractive career in the eyes of significant others

High School
- three wishes: go to college, get married, know self better
- planned not to marry until completed college education
- top student
- difficult to make friends; had more male companions than female, "most women I talk to bore me". She tired of talking only about husbands and children
- consistently mentioned teaching as the only career for her
- needs people to talk with - expressed a need to feel needed and loved

College
- never learned how to study
- found college the opposite of High School: she had no friends, no self-confidence in academic or relationships, no teachers to be dependent on, nor friends for psychological survival
- lost all confidence without the close relationships with teachers, received little or no support from friends or teachers and Linda had become quite dependent on those forms of assistance
- silence became new way of life for her
- dropped out of college to get married and knew she "would never become a teacher"
- (one year follow-up) What would you like to be doing five years from now? Working in chosen field In college for advanced study

What do you think you will be doing five years from now? Housewife

Present
- had seen self as career person bent on teaching, now she is a housewife and mother
- wonders if it was better to get out of college when she did, is "happy just as housewife" but no way of proving yourself as a housewife. Wants to stand up and say "hey, I'm smart too"
-sees waitress job as one part of self and family as another part
- in ten years she thinks she might be back in school taking courses to prove she can do it, but that will only be when the children are in school again.

APPENDIX IX

Name ____________________

Provisions for Gifted and Talented Students

The following statements refer to provisions for gifted and talented students. Please respond to each statement by checking Yes or No in each of the three columns adjacent to each statement.

	Is this done in your school?		Is this important?		Are you likely to start or continue doing this?	
	Yes	No	Yes	No	Yes	No
1. Our school formally identifies them.						
2. We use only test scores and academic grades in the process of identification.						
3. Written and oral works are also used in the identification process.						
4. Students, teachers and administrative staff are involved in the process of identification.						
5. Our school has an identification committee.						
6. Students who do not perform at a high academic level can also be identified.						
7. In testing, students are given latitude of response in order to display their reasoning and logic as well as their conclusions or answers.						

		Is this done in your school?		Is this important?		Are you likely to start or continue doing this?	
		Yes	No	Yes	No	Yes	No
8.	Conferences with both parents are held at least once a year for these students.						
9.	Follow-up records of graduates are kept.						
10.	Our school explores ways for some of the teacher's responsibility to be shifted to the student.						
11.	Students are able to use facilities outside of school during school time.						
12.	Advanced sections in courses are provided and advanced courses are offered.						
13.	Students are permitted to take more than the usual course load.						
14.	Independent study programs are arranged. Teachers arrange consultation periods for students working on special projects.						
15.	Honor study halls (unsupervised) are provided.						
16.	Our school uses a team approach to guidance: teachers, parents, administrators and the students themselves.						
17.	Try-out vocational experiences are arranged.						
18.	We have a work study (work experience) program open to these students.						
19.	Students are not forced into the mold, "I must go to college," but are kept aware of the wide variety of alternatives from which to choose.						

	Is this done in your school?		Is this important?		Are y[illegible] likely to start or continue doing this?	
	Yes	No	Yes	No	Yes	No
20. Participation in an advanced placement program is encouraged.						
21. Parents and other specialists in the community supplement regular programs, work with students on special projects, or evaluate students' work.						
22. Students are encouraged to participate in special organizational activities such as: a. Teen Age Book Club, 33 W. 42nd Street, NY, NY. b. Science Talent Search Programs and Jr. Engineering Technical Society, National Headquarters, College of Engineering, Michigan State University, Box 470, East Lansing, Mich. c. Science Clubs of America, 1719 N. Street, Washington, D.C.						
23. Students act as tutors in fields of special competency.						
24. Classes for enrichment are offered locally during the summer.						
25. Students are encouraged to attend summer institutes.						
26. Students are encouraged to participate in many contests, science talent searches and scholarship competitions.						
27. An honors banquet for high achieving students and their parents is held annually.						
28. Schools publish or exhibit products of students' work in a special annual publication or program.						

Educators who work with students on the secondary level, complete questions 29-38

Educators who work with students on the elementary level, complete questions 39-46.

	Is this done in your school?		Is this important?		Are you likely to start or continue doing this?	
For secondary level.	Yes	No	Yes	No	Yes	No
29. Some students do advanced work in college texts.						
30. College-type seminars are offered to introduce topics not ordinarily covered in course work or to explore course topics in greater length.						
31. High school or college level correspondence courses are taken for enrichment.						
32. College courses are taken at a college while students are still in high school.						
33. Auditing of classes is substituted for study halls.						
34. Enrollment in two classes meeting at the same hour is permitted for enrichment or when there are schedule difficulties.						
35. Students are urged to accept responsibility for initiating and following through on their individual courses of study.						
36. Students are informed about occupational training opportunities in their field of study.						
37. Early admission to college is arranged for selected students.						
38. Graduates are invited to return to the school to tell students about post-graduation activities.						

	Is this done in your school?		Is this important?		Are you likely to start or continue doing this?	
For elementary level.	Yes	No	Yes	No	Yes	No
39. Some students do advanced or higher level work.						
40. Special classes are offered to introduce topics not ordinarily covered in course work or to explore course topics in greater length.						
41. Higher level courses are taken at another school while students are still in elementary school.						
42. Students are permitted to work in other rooms, e.g., the library, special functions areas, during free time.						
43. Students are urged to accept responsibility for initiating and following through on special projects.						
44. Students are informed about the relationship between their work in the classroom and occupational and training opportunities.						
45. Students may be advanced a grade or level in elementary school.						
46. Students from middle school and high school are invited to return to elementary school to share their experiences in their new school.						

APPENDIX X

Major Concepts to be Ranked

Name ______________________

Rank the following categories of provisions for gifted and talented students according to the degree of difficulty you attach to implementing them. Place a 1 in front of the least difficult, a 8 before the most difficult, etc.

_____ Identification. See statements 1-6 on list of "Provisions for Gifted and Talented Students."

_____ Methods of appraisal. See statement 7.

_____ Follow-up studies of gifted and talented students. See statement 9.

_____ Classroom and curricular provisions. See statements, 8,10-15, 20, 23-25,29-35, 39-43.

_____ Counseling and Guidance procedures. See statements 16,26,27,37,45.

_____ Preparation for post-high school choices, including placement. See statements 19,36,38,44,46.

_____ Use of community resources. See statements 17,18,21.

_____ Extra-curricular activities . See statements 22,28.

APPENDIX XI

WORKSHOP EVALUATION

Please respond to the following questions:

I. Content and Process

   A. Novelty

      1. What new information was presented to you during the workshop?

      2. What is your reaction to this information and how is this information useful to you?

   B. Desirability

      1. In what ways did presentations help you assess your past experience and training with gifted students?

      2. Beyond assessment, in what ways did the workshop assist you in adapting and implementing presented ideas and applications to your specific settings?

      3. What were the major shortcomings of workshop presentations?

C. Adaptability

1. What was the most readily adaptable concept presented or discussed?

2. Which concepts and applications will you attempt to adapt to your program?

3. Which concepts and applications do not appear to lend themselves to adaptation at your setting? Why?

D. Feasibility

1. What local or other resources do you believe might increase the feasibility or implementation of the various concepts presented?

2. What resources do you see as limiting the implementation and adaption of the programs presented? (e.g. financing, facilities, staff, community involvement).

E. Relevance

1. Which features of the workshop did you see as particularly relevant?

2. From your experience, did you find the workshop to be relevant to certain groups of gifted students, male vs. female, majority vs. minority?

3. What are your reactions to the attention paid various characteristics of gifted students, e.g. general intellectual ability, specific aptitude, creativity, leadership ability, psychomotor ability, multipotentiality?

F. Urgency

1. How current or timely was the workshop in terms of specific career education needs of gifted and talented students in your school?

2. In what ways does the content of this workshop fill a void which has been an obstacle for you in your system/institution? Please be specific.

II. Reactions to Modes of Presentation

A. Organization

1. Did you receive sufficient advance information concerning purposes of the workshop?

2. Was workshop time properly balanced between structured activities and open ended discussion?

3. Were presentations scheduled in an appropriate sequence?

4. How would you describe the accessibility of project staff members?

5. What are your thoughts concerning your interaction with other participants?

6. Which presentations or activity did you find most useful? Why?

7. Which presentation or activity did you find least useful? Why?

III. What specific suggestions do you have for improving the workshop?

APPENDIX XII

WORKSHOP FOLLOW-UP QUESTIONNAIRE

Earlier this year, you participated in a workshop in career education for gifted and talented students. This workshop was designed to familiarize or reacquaint participants with special career education procedures to meet needs of gifted and talented students.

In May, your workshop coordinator will come to Madison, Wisconsin, to discuss results of the workshop with project staff and other workshop coordinators. To help your coordinator assess workshop results, will you please respond to the questions on this page, the second page, and the final page?

Your name: (optional) ______________ Your school or agency ________________

Your title: ________________________ Educational Level of Students (teachers) with whom you work ____________________

1. What special career education procedures for gifted and talented students are you planning to implement in 1976-77?

2. What resources (people or things) do you plan to use?

3. What obstacles will you need to overcome?

4. Materials listed here are from the Workshop Resource Packet you received. Please check the ones you have used.

    ___ Applying Principles of Change
    ___ Wisconsin Career Education Planning Model
    ___ Case Studies
    ___ Vocations in Literature: A Booklist
    ___ Research and Guidance Laboratory Practices
    ___ Classroom Discussion
    ___ Annotated Bibliography
    ___ Needs and Problems of Gifted and Talented Females
    ___ Some Guidelines for the Career Guidance of Gifted Females

    In what ways have you used these materials?

5. What special career education procedures for gifted and talented students have you already implemented?

6. What resources (people or things) have you used?

7. What obstacles have you met and what have you done about them?

8. How many students were effected by these procedures?

9. What student or teacher reactions have you encountered?

HOW DO YOU IDENTIFY GIFTED & TALENTED STUDENTS?

Identification is a very difficult process. Traditionally emphasis has been placed on academic achievement, standardized test scores, and teacher recommendations. Although each of these offers some information about who the gifted and talented student is, it is very possible that these methods alone will not be sufficient for appropriate identification.

In developing an identification process we have come to the conclusion that

1) Identification is more likely to be meaningful if done by individuals familiar with the students' culture and environment.

2) Identification frequently emphasizes academic achievement and disregards unusual behavior.

3) Identification is frequently tied to sex biases. Girls are identified early in life--but not usually later in life.

4) Identification of giftedness is more accurate if the person rating the characteristic in question knows a great deal about that characteristic. For instance, artistic potential is more likely to be recognized by an artist than a plumber.

5) Identification of giftedness should not be limited to intellectual areas. Other areas to be considered include the sensual, emotional, physical, and imaginational ones.

6) Identification frequently focuses on the quantity of a student's response. Quality is frequently overlooked.

7) Identification should be flexible enough to allow for students who demonstrate differences. Some are convergent thinkers. Others are decidedly divergent.

8) Identification will occur if the person doing the identification has an attitude that "there is indeed gifted and talented students to be identified."

The purpose of this request is to ask you what means for identification you use. What procedures do you employ? Whom do you involve in the identification process? What do you look for in students? In essence, why would you choose one student and not another as being gifted and/or talented?

Please do not feel limited by these questions. Any response you can make as to how you identify or what you think is important in identification will help us obtain a more accurate picture of identification procedures used throughout the country. Once we've compiled results we will forward a copy of final results. Thank you for responding.

(Please write your response to the above questions here and return. Use additional paper if needed.)

APPENDIX XIII

Summary of evaluation data - by workshop location - on workshop evaluation instruments

1. Highline School District
2. Alamosa, Colorado
3. Southern Illinois University, Carbondale, Illinois
4. University of Massachusetts, Amherst, Massachusetts
5. Carrollton, Alabama

Highline School District

EVALUATION SUMMARY - WORKSHOP ON CAREER EDUCATION FOR GIFTED AND TALENTED STUDENTS

1. Results from Workshop Evaluation:

   N=35

   A. New Information presented during the workshop:
      - Individualized Programming
      - Evaluation
      - What's being done today
      - Change Model

   B. Responded favorably to:
      - timeliness
      - good staff
      - reinforcing
      - useful to talk to colleagues

   C. Responded unfavorably to:
      - need for more specific information and concrete examples
      - little new information
      - lack of focus in small groups
      - need more attention to elementary level
      - too much lecturing - need for more experiential activities
      - ignorance of Highline district
      - need to be more objective and goal oriented

2. In Ranking Major Concepts:

   N=42

   A. Concepts ranked most difficult to implement:
      - Follow-up N=10
      - Methods of Appraisal N=12
      - Classroom and Curriculum N=10

   B. Concepts ranked least difficult to implement:
      - Extra Curricular N=17
      - Identification N=15

3. In response to the checklist on Provisions for Gifted and Talented students, (N=66) we found that:

   A. 1 respondent was doing virtually nothing
      62 respondents are doing some of the provisions

B. 41 of 66 respondents saw the provisions to be important

C. In comparing the pre and post checklist, (please note the lower number of respondents that could be matched: N=35) we found change in 9 participants; 5 increased in post-test responses regarding importance of provisions and plans to implement provisions and 4 decreased in post-test responses described above.

Alamosa, Colorado

EVALUATION SUMMARY - WORKSHOP ON CAREER EDUCATION FOR GIFTED AND TALENTED STUDENTS

1. Results from Workshop Evaluation:

   N=16

   A. New Information presented during the workshop:
      - Identification
      - Individualized Programming
      - Career Education Model
      - What's being done today

   B. Responded favorably to:
      - small groups
      - timeliness
      - good format
      - sharing with colleagues
      - team teaching
      - stimulating and motivating ideas
      - good staff
      - women's issues
      - good packet

   C. Responded unfavorably to:
      - no new ideas
      - questionnaire too long
      - not enough advanced information
      - more structure needed in small groups
      - too much variety in participants of small groups

2. In Ranking Major Concepts:

   N=20

   A. Concepts ranked most difficult to implement:
      - Community Resources N=6
      - Classroom and Curriculum N=5

   B. Concepts ranked least difficult to implement:
      - Identification N=9
      - Follow-up N=5

3. In response to the Checklist on Provisions for Gifted and Talented students, (N=20), we found that:

   A. 5 respondents are doing virtually nothing
      14 respondents are doing some of the provisions

B. 16 of 20 saw the provisions to be important

C. In comparing the pre and post checklist, (please note the lower number of respondents that could be matched: N=13) we found change in 4 participants; 3 increased in post-test responses regarding importance of provisions and plans to implement provisions, 1 decreased in responses described above

Southern Illinois University Carbondale, Illinois

EVALUATION SUMMARY - WORKSHOP ON CAREER EDUCATION FOR GIFTED AND TALENTED STUDENTS

1. Results from Workshop Evaluation:

   N=16

   A. New information presented during the workshop:
      - Change Model
      - Identification
      - Relation of concepts, gifted and career education

   B. Responded favorably to:
      - sharing among colleagues
      - used old ideas in new ways
      - format
      - small groups
      - reinforcement
      - female awareness
      - timeliness

   C. Responded unfavorably to:
      - not sufficient advanced information
      - lack of new ideas
      - need more attention to specific levels and specific roles

2. In Ranking Major Concepts:
   N=34

   A. Concepts ranked most difficult to implement:
      - Identification N=7
      - Classroom and Curricular N=8

   B. Concepts ranked least difficult to implement:
      - Extra-Curricular N=18
      - Identification N=6

3. In response to the Checklist on Provisions for Gifted and Talented Students, (N=29) we found that:

   A. 3 respondents are doing virtually nothing
      26 respondents are doing some of the provisions

   B. 29 of 29 saw the provisions to be important

   C. In comparing the pre and post checklist, (please note the lower number of respondents that could be matched: N=12) we found change in 2 participants; 2 increased in post-test responses regarding importance of provisions and plans to implement provisions

University of Massachusetts

EVALUATION SUMMARY - WORKSHOP ON CAREER EDUCATION FOR GIFTED AND TALENTED STUDENTS

1. Results from Workshop Evaluation:

N=36

A. New information presented during the workshop:
   - Career Education Model
   - Change Model
   - Identification by mosaic approach
   - Use of Case Studies

B. Responded favoarbly to:
   - timeliness
   - good staff
   - packet
   - small groups
   - talking with colleagues
   - motivating
   - female awareness

C. Responded unfavorably to:
   - too much information; too little time
   - wanted more on career education
   - lack of specifics on career education
   - more structure in small groups
   - too much lecturing
   - no recognition of minority groups

2. In Ranking Major Concepts:

N=56

A. Concepts ranked most difficult to implement:
   - Appraisal N=10
   - Classroom and Curricular N=13

B. Concepts ranked least difficult to implement:
   - Identification N=13
   - Extra-Curricular N=18
   - Counseling and Curriculum N=10

3. In response to the Checklist on Provisions for Gifted and Talented Students, (N=62) we found that:

A. 2 respondents are doing virtually nothing
56 respondents are doing some of the provisions

B. 57 of 62 respondents saw the provisions to be important

C. In comparing the pre and post checklist, (please note the lower number of respondents that could be matched: N=15) we found change in 3 participants; 2 increased in post-test responses regarding importance of provisions and plans to implement provisions and 1 decreased in post-test responses described above.

Carrollton, Alabama

EVALUATION SUMMARY - WORKSHOP ON CAREER EDUCATION FOR GIFTED AND TALENTED STUDENTS

1. Results from Workshop Evaluation:

N=59

A. New Information presented during the workshop:
- Identification
- New Awareness
- New Ways to Adopt and Implement

B. Responded favorably to:
- good format
- timeliness
- good staff
- small groups
- no shortcomings in entire workshop
- useful for practical purposes

C. Responded unfavorably to:
- presentation on standardized tests
- large group too long

2. In Ranking Major Concepts:

N=51

A. Concepts ranked most difficult to implement:
- Identification N=14
- Appraisal N=10
- Follow-Up N=10

B. Concepts ranked least difficult to implement:
- Use of Community Resources N=18
- Extra-Curricular Activities N=16

3. In response to the Checklist on Provisions for Gifted and Talented Students, N=82) we found that:

A. 19 respondents are doing virtually nothing
63 respondents are doing some of the provisions

B. 77 of 82 respondents saw the provisions to be important

C. In comparing the pre and post checklist, (please note the lower number of respondents that could be matched: N=22) we found change in 7 participants; 5 increased in post-test responses regarding importance of provisions and plans to implement and 2 decreased in post-test responses described above

APPENDIX XIV

Complete Summary of Responses to Workshop Follow-up Questionaires, by workshop location

1. Highline School System, Seattle, Washington
2. Alamosa, Colorado
3. Carbondale, Illinois, Southern Illinois University
4. Amherst, Massachusetts, University of Massachusetts
5. Pickins County, Alabama

Highline Public Schools, Seattle, Washington (19 returns)

1. What special career education procedures for gifted and talented students are you planning to implement in 1976-77?

Write a research grant for career education.

No plans -- 4 responses

Listening centers and video tapes done by students.

We plan on using the same model that we used in our gifted and talented program, revising and improving based on our experience.

Working on projects alongside "mentors."

Hopefully, if funded, a continuation of this years program - involving more teachers in mini-courses, plug in more career emphasis.

A workshop to make teachers aware, field trips.

Learning centers based upon their varied interests.

A plan for individual projects which will stimulate my students to develop their own gifts and broaden career awareness.

Planning to continue a special program with a special teacher for selected students who demonstrate outstanding talent and interest in a variety of subjects in which the teacher is skilled.

We are applying for a part "D" experience-based career education project.

Same as this year.

Depends on whether I'm counseling or teaching which depends on state and local funds.

2. What resources (people or things) do you plan to use?

In-district coordinators.

Video-audio equipment -- 3 responses

Our own staff supplemented by integrated field trips.

Career information center.

"Mentors."

Speakers from the community -- 4 responses

Visitation to schools of higher education in specialized fields.

Building teachers, district teachers -- 3 responses

Field trips into the community (Service station, post office, bakery, grocery) -- 2 responses

Astronomer and manufacturing of telescopes.

Hands on things like motors, clocks, chemicals.

Few books at the primary level.

I invite parents to speak about their careers.

None.

Teacher who is gifted.

Mini-bus.

Materials provided by NWREC in Portland, Oregon.

Professional people in careers.

Whatever is available and appropriate, depending on student load.

Community if a systematic program can be developed.

3. What obstacles will you need to overcome?

Time. 2 responses

Facilities.

Funding -- 8 responses

Staffing -- 3 responses

Jealosy of some students.

Correct matching of interests.

My students inability (at first) to work on something independently - to develop initiative and follow-through to complete a project.

Don't know.

Morale.

Declining enrollment.

Larger number of pupils to work with.

Administrative changes.

4. Materials listed here are from the Workshop Resource Packet you received. PLEASE CHECK THE ONES YOU HAVE USED.

7 Applying Principles of Change

5 Wisconsin Career Education Planning Model
7 Case Studies
4 Vocations in Literature: A Booklist
3 Research and Guidance Laboratory Practices
5 Classroom Discussion
5 Annotated Bibliography
8 Needs and Problems of Gifted and Talented Females
8 Some Guidelines for the Career Guidance of Gifted Females

In what ways have you used these materials?

Basically with our vocational education department and with those teachers and principals working on the Education of Gifted Advisory Board.

Used these as classroom techniques. Its helped with my own presentations.

In planning and developing a philosophy for career education since this is our first year in this area.

Used the case studies as a guide and resource for counseling with students who are gifted. Materials on females were used to help me in making the girls aware of the options open to them for careers.

Mostly for background information.

Widened our general knowledge in these areas.

These along with some additional research done by myself were presented to faculty -- along with statistics showing more boys than girls in our program as a kind of awareness project.

Would like to use next year.

To help decide which of my students are gifted and to help place them correctly in interest centers; help in planning which books to use.

I have read them, considered them when situations arise -- referred a few students to the books.

I read them but most do not apply to K/1.

Reflection and application.

Presented to elementary counselors. Used directly with students and teachers.

5. What special career education procedures for gifted and talented students have you already implemented?

As the gifted select their individualized projects, career awareness and exploration is written into their objectives and goals.

We have visited a number of places and discussed education and experience needed to obtain those occupations and positions.

Field trips (Telephone company, Occupational Skills Center, art gallery, theatre, newspaper) -- 2 responses

Actual building projects.

Visits from people in various professions.

Wisconsin Career Education Planning Model was introduced to the staff. Many of the workshop ideas and procedures were similar to the ones we're using.

Resource people.

Mentors.

Interviews with people and photographs used in making slide shows for career information center.

I have worked mainly with the students assigned to me as a counselor. One seventh grade boy was accelerated to the eighth grade and a math teacher and I worked out a program of individualized work for another seventh grader who was identified as gifted. I arranged a field trip to a high school career fair for several students and involved six students in the Computer Career Information System.

Mini-courses in subject areas are offered by staff members. Included in these courses are varying levels of career education related to the course. Also help for teachers in regular classrooms.

Individualized research project.

A Career Fair.

Extra library time working on a project of their own interest (research which includes an interview with a person active in their particular field).

Added an English (advanced) section to my studies.

Participated in a Project Equality experiment aimed at changing students stereotyped impression of sex roles.

Formed a company with my class -- made product to be sold (production-line), sold it, secured and repaid a bank loan, issued stock.

We have produced a school newspaper -- using career type positions and accountability. Students had to apply for positions - and were subject to being fired and laid off.

In another year - students made personal visits to professionals in the community who were involved in areas of interest.

None -- 2 responses

Selection and program implementation for one year.

Special classes.

Coordinator between parents, teachers, and students for enrichment classes, suggestions for additional classes.

Newsletter - Career Education for Gifted and Talented.

6. What resources (people or things) have you used?

Community resource people -- 2 responses

Police, orthopedic hospital (181 occupations there), city manager, council person, transit manager.

Career education coordinators, a high school teacher (electricity unit), two resource adults in the weaving unit, and 5 or 6 unit integrated field trip.

Selection procedure to enroll students in the program.

Teachers, Vocational Information Specialist, Career Fair, computer.

Teachers on our own staff teaching in areas of their own interest and expertise.

Weavers, teachers, counselor and principal in our own building, high school electronics teacher.

Library.

University for names of persons to interview.

Community professionals.

Special teacher and all regular staff, Career Education Specialist.

Parents

Community and computer information system.

7. What obstacles have you met and what have you done about them?

No obstacles except the time needed to visit places.

Field trips for large groups have been unwieldly and have caused hard feelings among those involved with the program. Worked around this by bringing in more resource people - more AV aids used.

The non-supportive and non-cooperative you initially meet concerning the gifted and talented program were almost completely overcome.

Lack of day to day activities appropriate for each student's interest.

District financial crisis. Many staff members have voiced objections to launching any new programs until we are assured of adequate school financing for the regular school programs.

Time to communicate with staff. I've done a lot informally during my planning breaks, etc. Also some notes in boxes. I've been scheduled on many faculty meetings and out principal is beginning to allow more meeting time for curriculum discussion.

Rivalry - in the beginning about money - "Why should 'he' be paid as coordinator?" Result - co-cordinators with no extra pay. Also, a bit of rivalry over how many students each teacher has in a unit.

Time and transportation - used up all of my free time.

Meeting the needs of all ability groups and trying to provide for gifted and talented at the same time.

Parent meetings have been necessary to explain selection process.

Initial teacher resistance in some cases, discussions with good results.

8. How many students were effected by these procedures?

65

98

Approximately 150.

Slightly over 100.

40

6

Approximately 80-90.

Approximately 90

7 plus 4 others when circumstances in our classroom permits.

All my students are involved.

29 last year, 25 this year.

150

3

10

9. What student or teacher reactions have you encountered?

Children are very interested.

Students - some noticeable gains in awareness of their options and self-attitude.

Teachers - found it helpful to have portions of their classes removed. This enabled them to have some time for individualized work. However, they still find it hard to accept in several instances, the fact that I was able to only take portions of their classes rather than the entire group.

I would say about 98-99% positive reaction from students, and about 94-95% positive reaction from teachers.

Apathy.

I think many teachers would like to become involved in a gifted child program if time and money were provided. The few students who have received extra attention with individualized projects have reacted positively with one exception - the gifted boy who was moved from seventh grade to eighth grade has encountered negative peer pressure and has required a great deal of attention from the administration and his counselor. Yet he has remained at the top of his class academically.

No adverse teacher reaction. Some students not included in this grouping are somewhat taken aback.

My students have been very enthusiastic. Some parents have been enthusiastic. Only a few teachers have been interested in what I did.

Nothing noteable.

Almost completely favorable.

Some good, some indifference, some negative.

Positve because 1) students must make committment to accept responsibility and 2) teachers are supportive wehn involved or feel included.

Kids are excited to have something special for them! At our school most of the emphasis and even fun classes ahve been for the lower students. Teachers are glad to see these opportunities for the top students. Many have taught units themselves and are now loyal supporters.

WHAT FOLLOWS IS A SUMMARY OF RESPONSES TO A QUESTIONAIRE THAT THE HIGHLINE SCHOOL SYSTEM SENT TC WORKSHOP PARTICIPANTS.

SUMMARY OF RESPONSES TO QUESTIONAIRE REGARDING HIGHLINE - UNIVERSITY OF WISCONSIN WORKSHOP

47 Responses

	DISAGREE STRONGLY	DISAGREE	AGREE	AGREE STRONGLY	N/R
1. ...increased my knowledge of gifted & talented ed.	9%	13%	57%	21%	
2. ...increased my knowledge of career education	9%	26%	45%	15%	4%
3. ...more able to implement specific ideas or techniques	11%	23%	47%	15%	4%
4. ...more willing to participate in building or district planning	4%	9%	45%	43%	2%
SECONDARY TEACHERS (5)					
1. Knowledge of gifted...			20%	80%	
2. Knowledge of career ed.			60%	40%	
3. Able to implement specific ideas			60%	40%	
4. Willing to participate in planning			20%	80%	
COUNSELORS, V.I.S., PSYCH. (6)					
1. Knowledge of gifted...			100%		
2. Knowledge of career ed.		35%	50%	17%	
3. Able to implement specific ideas			100%		
4. Willing to participate in planning			67%	33%	
CLASSROOM TEACHERS (25)					
1. Knowledge of gifted...	8%	12%	48%	24%	
2. Knowledge of career ed.	8%	24%	52%	16%	
3. Able to implement specific ideas	16%	20%	40%	20%	
4. Willing to participate in planning	8%	8%	40%	44%	

SUMMARY OF RESPONSES (Cont'd)

ADMINISTRATORS, OUT OF DISTRICT (16) Specialists

	DISAGREE STRONGLY	DISAGREE	AGREE	AGREE STRONGLY	N/R
1. Knowledge of gifted...	13%	25%	50%	13%	
2. Knowledge of career ed.	13%	25%	38%	13%	13%
3. Able to implement speicific ideas	6%	38%	38%	13%	6%
4. Willing to participate in planning		13%	50%	38%	

COMMENTS IN RESPONSE TO QUESTIONNAIRE REGARDING HIGHLINE - UNIVERSITY OF WISCONSIN WORKSHOP

1. Any time! Call - involve me in more like this! Congratulations - a job well done!

2. As far as identification of gifted I don't think new material was offered as I had attended the workshop of Gifted at the University of Washington last summer. However, I was excited about the approach used in implementing a career awareness program.

3. The television lights killed me off, and I didn't attend all sessions for that reason. I found the workshop helpful in some phases of my particular work. Generally a good experience. Thanks!

4. I enjoyed finding out how other programs were set up in the district and how they are identifying gifted students. The topic or area I was most interested in was Pat's lecture on women in various careers. The workshop was very well planned but I felt that the people from Wisconsin didn't know the background of the people attending the workshop and what needed to be emphasized.

5. I thought the workshop was well planned and ran smoothly - I did not feel that the presentors were specific enough in terms of what their program is all about, particularly in the area of gifted and talented. Getting together with everyone was super.

6. Good in-put. I like the Wisconsin Model that was presented. Perhaps there should be more time devoted to the use of the model with participants returning to their buildings (district) with an action plan (draft copy, at least).

7. The workshop was geared at at least the intermediate and Jr. & Sr. high school level. I didn't feel that much information was given about gifted or careers at the primary level. I was however able to adopt several suggestions.

8. My knowledge and understanding of the gifted was increased. I feel that within our district we need more communication between schools about various programs and approaches. I would have preferred to change discussion groups periodically so that I could get to meet more people and share more ideas.

9. My main concern centers on curriculum development for gifted and talented students. I had hoped some of this would have been delt with in the workshop.

10. I felt workshop was of value particularily the written materials. However I do not feel it was geared too much to elementary, particularily as to implementation. I am in a quandry over trying to initiate a program now in my building after the levy loss - due to morale and general unsettledness - but hope that school as usual will be funded so that my energies in the direction of the gifted students will be well spent.

11. I attended only the first day. Items 3 and 4 did not seem appropriate to my work and were not the main themes on Thursday, the first day of the workshop.

12. I was most disappointed. Either I misunderstood the purpose of the workshop or the presentors were ill informed as to the purpose. I thought we would be getting specific examples and ideas on how to work with and/or identify gifted students.

13. It appeared to me that Highline in a span of 3 or 4 years is ahead of Wisconsin and its 17 years of "success". The career identification does need more and continued work in Highline. All programs must be school oriented. The Wisconsin Program needs to bring building staffs to the campus on weekends so all know what is being done. This should result in more success. All of you involved in Career Education and Vocational Education are bringing everyone along and at a pace that each feels confortable. I guess I wanted a workshop with in-building people not college personnel. The people were great and if we could have "picked" their minds much more would have been learned.

14. It would have been nicer without the lights. Many good ideas were exchanged in small groups. I enjoyed meeting and talking with the people of Highline and Wisconsin.

15. If the same amount of quality time had been spent on presentation techniques as on preparation of the packet content, the workshop "finished product" would have had broader acceptance/more impact on participants.

16. This was a worthwhile workshop. If the leaders had known more about our District the quality would have improved. I felt the degree of active participation was excellent.

17. I am not currently a classroom teacher, I am involved with career education and have volunteered for planning strategies - with this in mind my answers are not as negative as they might appear. I am unaware of the outcome objectives for the workshop participants and this fact has also influenced my reaction to the workshop.

18. The workshop seemed to me to be a very visable recognition of the need in our community to provide educational programs and experiences for gifted and talented students for whom the normal school curriculum is not sufficient. I was very pleased to see communication taking place between the knowledgable and talented school staff members from around the district, and the community interest as was demonstrated by the attendance at the evening parents meeting.

19. I enjoyed talking at some length to Karen, the head of your parent committee on gifted children. On great step forward would be to convince school principals and other administrators that the group of academically gifted students is just as important as those otherwise gifted who make up the school band and school football team. I like the visiting presentation team. They made a real effort to give all the information possible on every question.

20. The workshop renewed ideas and gave me new perspective about gifted people. I am not sure about how career education for the gifted and talented is any different from the approach used with other students in the area of career if it is so heavily related to doing or production.

21. I belive this workshop was a waste of our time and money. I do not understand how four intelligent, educated people could recommend to us a variety of good teaching techniques while violating all of those same techniques themselves. You may recall that we sat, facing bright lights, and listened to quiet, droning voices for TWO and ONE-HALF DAYS!!! I cannot believe that we do not have better resources right here in Highline. (The reactions I am getting from parents is even stronger.) I believe the time would have been more profitably spent had we done more practical things, such as learning to identify gifted students from given criteria. We also could have examined some of the different programs (nationally) that are being used with gifted students and explored their strengths and weaknesses.

22. I expected more guidance in designing a program for implementation at the Junior High level.

23. I enjoyed the workshop and felt it was particularly worthwhile from a counselor's viewpoint.

24. Quite motivational - informative about philosophy and techniques to use in classroom - specifically elementary. Some secondary people seemed to be wondering what their role was. Very personable presentors.

25. I thought the workshop was excellent in providing what I think is a good model for gifted, talented and career approach to working with gifted students. The part of how to actually use the techniques in the classroom was not nearly as strong.

26. I would like very much to participate at both a building and district level planning for a program for gifted and talented students. I also would like to be involved heavily in implementation of a program.

27. I thought the workshop was most interesting and effective. It certainly heightened my awareness of the need for career guidance for students and the opportunities that exist for implementing some of the ideas presented in the classroom. I think they did a good job of explaining their program, and I think a similar program in the district would be most worthwhile.

28. The workshop definitely stimulated my thinking in regards to providing for the needs of the gifted. I would be interested in pursuing it further.

29. I wish there had been more time to work with specific career-awareness "activities" for the high-potential students, but this was not the fault of the Wisconsin group, or our Highline group. Perhaps a week-long summer program with in-service credit?

30. This was a really fascinating experience for me, and I am delighted that I was chosen to participate. If our district survives economically in ability to handle such things as "gifted" programs, I will be eager to help formulate them at the secondary level.

31. They were not geared to the primary. I still am not able to identify a gifted primary student tnat is not producing.

32. We sent 4 people and at first felt we didn't get much out of it, but then we found some very specific areas to work on in our building as a result of the conference, especially (1) appraisal of individual students needs after they have been identified (2) follow-up (3) "implementing change" (hoping to have a type of "workshop" for the rest of our teachers).

33. The session on Saturday was easily the most useful to me. The lack of wasted time during that session seems to have been a real +. I felt that many times Highline people were forced to listen to material that fit only a minority of the groups needs. The smaller group sessions were much more productive. The number in a group had a real bearing on what was accomplished. They really had some useful ideas to share. It seemed to take us three days to let them really start sharing.

34. It was geared to secondary. I was surprised to learn that the secondary was unaware the primary and intermediate have beem making children aware of career opportunities for 3 years. Excellent "leadership" for the workshop.

35. To me, it appeared as though a good course of "counseling" and "guidance" was in the making. The key to career education of gifted and talented students lies in a strong guidance and counseling service throughout the students' career. It is strongly believed that gifted and talented students should be identified very early in their school years and then perhaps a more enriched program could be offered through guidance and the teachers who must handle the needs of these. I certainly enjoyed the workshop but found the complete "workshop" too short.

36. Most useful ideas for me. The quality of everything we do depends on our appraisal system; use of test data and changes in testing gifted children; principles of change (positive from negative, and use of force field techniques in class discussions). We at L.B. have tried to follow guidelines in identifying gifted kids and then providing suitable programs, giving them chances to explore various areas of interest. Secondary teachers, or those not involved in a definite program, seemed to be hungry for more information and help than was made available to them. It would have been more helpful if our small groups could have been separated into elementary and secondary groups. Getting together in groups in our own district - exchanging ideas and experiences would be interesting.

37. In my opinion, the time I spent in the 2-1/2 day workshop would have benefited a secondary teacher far more than I, as an elementary teacher.

38. While this workshop was valuable it could have been much more effective had the presentors realized the amount of background the large majority of the participants already had. Saturday was great and it was too bad that participation was not limited to 50 as the presentors had requested. Hopefully the final tape will justify the amount of discomfort and loss of communication the taping procedure caused! As for the parent evening most of the parents I've asked felt it was of little value. I know that the presentors were amazed at the amount of sophistication and participation on the part of the parents here and maybe some "forewarning" would have helped. Perhaps asking parents to submit questions ahead of time would have been useful. Also - they generally resented the time spent on the levy as that is not what they were giving up their evening for. Many useful things came out of the workshop and will be implemented in our building (schoolwide interest survey, staffing on all I.D.'d kids, attempt to develop more effective parent in-put when they think they have a gifted child, and improved communication with the junior highs, among them.) I think both we and they learned alot about effective communication as a tool in improved presentation of ideas!

39. Perhaps I misunderstood, but I thought this workshop was designed to help teachers identify gifted/talented youngsters and provide for them in the classroom--especially at the elementary level as this is where our programs are beginning. As a K/1 teacher, I was disappointed to find nothing for me. I was further disappointed by the lack of leadership in small group meetings (mine were led by Drs. Engels and Lee). Absolutely nothing was accomplished. I believe that the packets had some interesting materials. We could have read them in an hour, asked questions for 30 minutes and gotten just as much. We are intelligent people and did not need to have the handouts in the packet gone over point by point.

Alamosa, Colorado (14 returns)

1. What special career education procedures for gifted and talented students are you planning to implement in 1976-77?

Continue to arrange internships when possible.

None specifically. Trying to identify some low cost strategies in our districts.

Introduction of a junior vocational program. Use of computerized data through the University of Colorado in Boulder.

Evaluation of present program - and hopefully, expansion of the program as far as resource people.

Secondary Honors Seminar for Gifted.

Outdoor awareness (career awareness).

Career education, honor society.

Resource people to make student aware of career opportunities available to them.

Had planned on team teaching a course over a semester on human development and career introduction and planning. This was vetoed by administration and it was said that all can be handled through the counseling office.

No plans have been formalized in this area as yet.

2. What resources (people or things) do you plan to use?

Presently utilizing all available community people.

What we have available.

Computer, counselors and industrial people, dictionary of occupational fields.

I'm not really in a position to recommend resources for the program - particularly since I don't know the district's plan.

State college, local staff, business community.

Professional guides, outing equipment, youth camp.

Community and visual aids.

State college, state employment office, wildlife conservation department.

Seminars for junior and senior high students, state college, state employment office, job interviews, wildlife conservation department.

People from different areas, local education cooperative staff.

Films from Vo-tech school, etc.

3. What obstacles will you need to overcome?

More diffusion and dissemination.

More setting of priority level for gifted and talented.

Funds -- 4 responses

Lack of facilities -- 2 responses

Communication and organization of the program -- 3 responses

Staffing time -- 5 responses

Scheduling.

Identification.

Administrative approval -- 2 responses

Resource people.

Making people aware that career education is something to be taught K-12.

4. Materials listed here are from the Workshop Resource Packet you received. Please check the ones you have used.

6 Applying principles of Change
5 Wisconsin Career Education Planning Model
9 Case Studies
5 Vocations in Literature: A Booklist
7 Research and Guidance Laboratory Practices
10 Classroom Discussion
5 Annotated Bibliography
8 Needs and Problems of Gifted and Talented Females
5 Some Guidelines for the Career Guidance of Gifted Females

In what ways have you used these materials?

Dealing with specific students.

Itinerant teacher applying specific cases.

Read all and offered to others in area.

Gain more information on the Wisconsin process.

Planning and directing career development.

Formulation of packets for general information in different areas.

Personal growth.

Working with gifted and talented children.

To develop a curriculum outline for a course.

Perusal in preparation for implementation.

Gave me an awareness of problems of our gifted girls.

Encouraged me to do some positive thinking about programs for for out students.

We have adapted these materials for use at the elementary school level.

Used with a gifted student who's planning to go to college but hasn't decided area she's going in. Also used classroom discussion with junior high and senior high.

5. What special career education procedures for gifted and talented students have you already implemented?

Small scale internships.

Awareness of existing careers.

Field experience with professionals.

None -- 2 responses

Seminar classes relevant to careers.

Discussion of large and small group techniques.

Identification guidelines.

Recommendation procedure.

Special classes with resource people for the children who are accepted into the program.

Career awareness - forestry, conservation, etc.

Computerized career information system.

6. What resources (people or things) have you used?

Varied; artists, welders, business, medicine.

None.

Field trips and excursions.

Counselors and guides.

Video player and casettes.

Local artist.

Cooperative education service agency staff person - 5 responses

Professional guides.

Phone company.

Book entitled: 100 Ways to Increase Self Concept in the Classroom.

7. What obstacles have you met and what have you done about them?

Presenting the full program to districts for their own coordination. Enhancing the need to high power personnel.

Finances, lack of industrial resources (this is a very isolated rural area).

Utilize only what is available.

Communication misunderstandings as to details of the program - talk it out.

Teachers are unaware of what is happening in the program -- talked about it but it hasn't helped.

The program was not well enough organized to reach all the students in the group.

Time.

Initiation of program -- agreement that there is a need.

None -- 2 responses

Organizing time and space.

8. How many students were effected by these procedures?

30% of identified students.

Some small groups - 20 students - large group - 60 students, total, 80 students.

(Grades 2-4) 15, (Grades 5-6) 18, Total, grades 2-6 - 33.

4	150
9	150
none	30
150	12-15

9. What student or teacher reactions have you encountered?

Second year has proven more supportive at each level - counselor input improving - administrator support 75% - still no financial committment.

We have no identification procedures - a proposal was submitted but I haven't heard anything about it.

Some positive, some negative.

Student and teacher reactions are all very positive.

Some opposition from male students - possible peer pressure.

Teachers are very negative to letting students out of class - some have flatly refused. Participating students are very turned on, and others are envious. I've had many inquiries as to whether or not the program will be continued in the coming years.

None as yet.

Students like the programs and teachers have met the program with positive approval.

Positive - would like to become more involved in program.

Materials used have increased understanding between students and myself.

Southern Illinois University, Carbondale, Illinois (3 returns)

1. What special career education procedures for gifted and talented students are you planning to implement in 1976-77?

   If a Title IV proposal for our service region is approved, I will be helping to set up a career education dissemination center in this region. If this is not approved, I will be doing in-service for area schools, working with our Area Service Center for the Gifted.

   Aid teachers in planning activities to meet the needs of this type of student.

   I am presently doing 2 career education units with Gifted 4th, 5th, and 6th graders. Next year I will again do a career education unit with many of my youngsters.

2. What resources (people or things) do you plan to use?

   Various materials located at the center.

   Doctors, Lawyers, school personnel,Senators, bankers, artists, carpenters, Tv and Radio personnel. We will take field trips to these places (perhaps more than inviting persons into the room.)

3.- What obstacles will you need to overcome?

   Assessing needs of these students.

   I do have a small group of children (7-10). We do have permission to take field trips. The unit on Career Education can be useful to us because we can leave the building and go on field trips, etc. We'll have very little obstacles.

4. Materials listed here are from the Workshop Resource Packet you received. Please Check The Ones You Have Used.

   Preferred to all at some time.

   Gathered ideas from several.

   _1_ Vocations in Literature

   _1_ Annotated Bibliography

   _1_ Needs and Problems of Gifted and Talented Females

   _1_ Some Guidelines for the Career Guidance of Gifted Females.

In what ways have you used these materials?

As reference materials for in-service programs.

Selecting materials for teachers to be purchased and homed in the Rice Center.

Probably materials that I received from an elementary teacher in McLeansboro, it helped me greatly in structuring my career education program. I did use some materials from the workshop, however, at elementary level. I did not use it as much as possible.

6. What special career education procedures for gifted and talented students have you already implemented?

K-3 Curriculum Guide for Career Awareness in one local school system.

Providing career education materials to these students.

7. What resources (people or things) have you used?

Community resources and people whoe occupations parallel those studies in academic areas or whose occupation is relative to grade taught.

Too many to list.

8. What obstacles have you met and what have you done about them?

Lack of enthusiasm by administration (solution: find someone in administration or on school board who is interested and have that person back ideas.) Lack of finances (solution: Scrounge!)

None.

9. How many students were effected by these procedures?

Nine last year--this year limited activities for 31 students.

10-20 in a class.

Fifteen.

10. What student or teacher reactions have you encountered?

Students-extremely interested and pleased with results of programs.

Teachers--interested on the surface--some follow-up but many do not or cannot find time to follow-up. Those who have followed-up seem most pleased with programs.

Very worthwhile and challenging to work with these students.

Not yet completed the unit.

*Summary of Follow-Up Questionnaires Received from Participants Attending Workshop on Career Education for Gifted and Talented Students conducted by University of Wisconsin Team at:

THE UNIVERSITY OF MASSACHUSETTS

AMHERST, MASSACHUSETTS

March 4,5, 1976

Ronald H. Fredrickson
Local Coordinator

*Note: Based on 25% return as of May 17, 1976 **(18 returns)**

1. What special career education procedures for gifted and talented students are you planning to implement in 1976-77?

Maybe a workshop for teachers.

Model Senate - Mock Trials - Interviews with Doctors, Lawyers etc. & maybe several days a month at the local colleges.

Teachers & Guidance Counselors trying to implement more career ed. courses & introduce new courses with the help of businesses in the community. Nursing Homes & Gillette Co., etc.

The school is not implementing any procedures in this area.

At this point, exploring a career education model for all students. Once this is functioning, I plan to develop a specific element for the gifted student.

I'm trying to find out a way to identify such students in this large inner-city high school.

In my careers exploration course I plan to continue individualization as to experiences each student will be exposed to.

We are attempting to set up and develop a program at one of our junior high schools in the city of Springfield.

Writing section on gifted and talented in Career Counseling Guide for Arts and Humanities Occupations

A better or more effective way (multi-method) for identifying the gifted adult student. Methods of encouraging the students after identification.

A grades 10-12 project incorporating a control group of gifted into our occ. comp. model.

Project Echo (English Curriculum Heights Operation) NDEA Title III

We are not planning any special programs for the gifted and talented but are working on developing a career ed. program that will involve all students.

I hope to see a Gifted/Talented program whereby representatives of different professions can come in to expose students to new areas.

A large percentage of our school's resources are presently expended for the student who does well. Honors courses, individual study programs and work study programs are available to assist them in individualizing their programs. Given all of these options and opportunities, there is resistance even among the counselors to doing still more for top level people. A "So what are you trying to prove attitude prevails."

2. What resources (people or things) do you plan to use?

People in classes, people from area.

The colleges have said they will cooperate. We already have several lawyers, doctors, dentists, engineers, business executives lined up for lectures, interviews and a promise of a day with them on a one to one basis.

Involvement with -- Businesses in community, graduates, speakers from various fields, films, & field trips.

Ron Fredrickson, State Dept. of Ed., Madison Faculty

Teacher & Peer ratings.

Continued use of conference phone to have small groups converse with adults working in the area - use of view deck, library, career oriented sound films & cassette/film strip programs. Classified ads in local and city newspapers - yellow pages in telephone book.

We plan to use as many community persons as possible.

Students, teachers, community, administration.

Materials from USOE, Nat'l/State Leadership Institute, commercial publications.

Materials from the workshop, additional readings.

Basically this is an interdisciplinary school curriculum project. Some community resource people will be used.

Equipment - Audio Visual 1323.
Materials - Audio Visual 576.
Materials - Printed 1956.93

Faculty of English Department
Librarians - Libraries
Guidance Counselors

We are presently in the process of identifying as many community resources as possible to assist us in our efforts.

Not sure of personnel -- Counselor -- was doing something similar this year.

I plan to explore the subject further with the school coordinator's group and with counselors.

3. What obstacles will you need to overcome?

Attitudes, money, time, energy.

Transportation is the greatest obstacle. Administration & faculty are most cooperative.

Money, getting teachers interested in new programs and implementing ideas.

Lack of awareness of Career Ed. concept by public; financial crunch.

The confusion of a city school system, torn by court-ordered integration.

Have had none, expect none in the future.

People's ideas of what are gifted students also budgeting problems.

Time, money, pre-conceived notions.

General myths about gifted and talented having no need for help.

Time to implement the methods into counseling functions and teaching environments.

Teacher orientation.

Student placement, Flexibility, Program coordination, Teacher readiness.

Change attitudes and to develop an understanding of what Career Ed. is.

Prevailing attitude that these students will succeed anyway.

I will need to demonstrate that there is a need.

4. Materials listed here are from the Workshop Resource Packet you received. PLEASE CHECK THE ONES YOU HAVE USED.

10 Applying Principles of Change

7 Wisconsin Career Education Planning Model

6 Case Studies

5 Vocations in Literature: A Booklist

4 Research and Guidance Laboratory Practices

4 Classroom Discussion

5 Annotated Bibliography

7 Needs and Problems of Gifted and Talented Females

9 Some Guidelines for the Career Guidance of Gifted Females

In what ways have you used these materials?

Working with students and teachers.

To compare our Program.

In the classroom - with the teachers of the Advanced Placement Program.

Helped teachers & Guidance Counselors to be aware of the needs & problems in dealing with female students.

I have used these as reference materials for self-enhancement; however, I plan to make these available (in part) to any LEA (guidance personnel) who requests this information. I have also shared the material with my counterpart in Springfield.

In developing an overall delivery model.

I simply absorbed them into by background study of the problem .

Am studying the materials and selecting sections for implementation in 1976-77 program.

My fellow teachers were given the opportunity to read over this material. They selected appropriate material as they saw that had possible meaning for their students.

As reference.

4. (continued)

Read and reread them. Shared with collegues. Tried the change model to an immediate situation for implementation of a new program.

Resource Reading.

Packets were read by all members of the department. Plans are being made. We are planning a workshop to prepare for the program.

I have not used any of these materials at this time.

I've read through and have found they have influenced my values. I've also passed on bibliography to others.

I have read thoroughly and shared with Career Ed. Committee.

5. What special career education procedures for gifted and talented students have you already implemented?

Speaker series, vocational opportunities, construction projects.

None, other than those initiated by individual teachers.

Math-advanced placement, The government classes, the advanced science classes, (Resource centers have been set up in these departments, new courses have been inaugurated).

Continued use of conference phone to have small groups converse with adults working in the area - use of view deck, library, career oriented sound films & cassette/film strips. Classified ads in local and city newspapers - yellow pages in telelphone book. (Individualization has already started)

We have a class of youngsters working with a selected group of teachers' at Van Sickle Jr. High.

Trying the identification procedure (grid) and assisting a potentially gifted student with life planning and career decision making.

Our curriculum is organized by ability grouping. There is one level of courses offered in most subject areas for the advanced or gifted. In the talent areas, our music and art departments also offer a wide variety of highly specialized areas within their disciplines to encourage those who want to further their abilities in a talent area.

Exposure of students to several speakers who have tried various occupations. I'm trying to set up some field experience for some students.

6. What resources (people or things) have you used?

We have an on-going use of resource people for all of my classes and this would include the gifted.

Library, college professors, participation in AIC Model Senate - participation in Journalism Day at AIC.

Have Career Resource Center, use graduates to speak to students, speakers from the community, films, field trips.

Continued use of conference phone to have small groups converse with adults working in the area - use of view deck, library, career oriented sound films & cassette/film strips. Classified ads in local and city newspapers - yellow pages in telephone book.

We have used personnel from our local museum and also people from the area.

Modular life Planning/Career Development Program for Adult Women
Bolles' Skills Assesment Method
Identification Grid
Specific readings on - Why Bright Women Fail

As part of our regular K-12 Career Ed program, a substantial number - as yet, none earmarked for gifted.

Materials and planning as it relates to an above-average group of students is always a part of budget and planning in the department.

14 Separate courses in Art, 22 separate courses in music. Also for other creative fields, coureses in writing, film study, public speaking. Drama. Journalism, and Broadcasting.

Local towns people.

7. What obstacles have you met and what have you done about them?

I do my own thing to benefit my children but there should be wider Coordination of Programs.

None so far with students. Teachers are reluctant & need to be shown the value of giving more freedom to the student.

Financial.

The suspicion that tracking is a sneaky approach to in-school racial segregation.

People's ideas of what a gifted child is suppose to be. We have brought in nationally known persons into our school to talk to interested parents teachers and administrators on the idea of the gifted child.

Convicing others on campus of the potential worth of a particular student. Finding alternative ways to get this student into a particular professional program.

The basic problem is to widen the circle of teachers willing to make use of the available resources.

The greatest obstacle was recognition of the term "gifted and talented". I applied for a State grant. Having received the grant solved a great part of the problem.

Community needs to become more sensitive to the needs of talented and creative students. School can provide almost any courses requested .

Prejudice versus giving gifted special attention. Discussions have persuaded some views but not all.

8. How many students were effected by these procedures?

62

About 150 - total (separating this into government, math, English & Science - about 30 - 35 in each group).

Most of the students have had some contact with some of these procedures mentioned above.

Total 8th grade (300+)

22

One, starting with the second

Our final quantiative evaluation won't be completed until.

101

About 175 students.

17

9. What student or teacher reactions have you encountered?

Good from students, Teachers have to have a High Interest.

Teachers are more concerned with impacting "average" students.

The students are enthusiastic. Some would like more freedom to go out more often, I'm working on this. Teachers hesitate to allow full freedom even under guidance. I'm working on this also.

Career Resource Center - being kept & hoped to have more financial aid in that area. Teachers use center more than in the beginning, and always looking for new ideas and information. I have the time to do more research work. Guidance - 1) looking for more ways to help students, with career awareness etc. 2) looking for more ways to implement interesting courses. Students use room for - 1) help with application, 2) to look into different careers, 3) help with finding jobs, preparing for interviews, resumes, 4) someone just to talk to and often can be convinced to see guidance counselors. Cooperation from and with the faculty has been great and none of this could not be done without it.

The tide seems to be running in favor of special provision for the motivated/gifted/talented student.

Very positive and supportive on the whole.

Teacher's feel that giftedness is an undefineable term. Student's enjoy being in this group as a whole, they feel a specialness about it.

Positive, but some students have concerns about being in special programs and then not having the "grades" on their transcripts which will admit them to the "best" schools.

Excitement, high motivation - appreciation from student, none from other teachers.

Mid June - but based upon last year's report (which we expect to surpass), it will represent about 30-40% of our K-12 student enrollment of 3800.

Some teachers are apprehensive about the effect on the students who are not in the program.

All positive.

16 students reaction favorable - one quite turned off and will not use potential. I've had his parents in for conferences as well as the student. Teachers - some favorable will allow total to partial individualization and free access to library. Others feel threatened. They don't want students getting ahead. It means more work to them.

Identification process:

We don't identify the gifted student. They are the lost generation and there is strong feelings - either for or ?????????
Here is a cause and it should be met but you and I only have another 20 years in Education. This is sad. I remember the Univ. of Wisconsin team functioned only for 4 or 5 students. That was sad.

We do not currently identify "gifted'students through a formal, city-wide program/effort. The conference did not convince me that such an attempt should be initiated. The career education emphasis at the conference was for most purposes non-existent. It is my belief that the conference was arranged with a career ed focus because of financial opportunities within the career ed movement in Washington. Some sessions were so "simplistic" it was difficult to contain myself.

Unfortunately, most of our gifted students have been rated by performance in a particular subject or subjects. After the workshop, I had the opportunity to point out some of the statements on selecting "gifted students" that I learned at the workshop, to the faculty. I think an impression was made on many of the teachers, for discussion has been on going. Our limited industrial arts program teachers (mostly low level students with a talent for technical drawing) picked up the statement about the single gift. They have plans for next year which will give these students an opportunity to use this gift to the fullest degree. P.S. I can talk better than I can write. There are many good things going to happen next years as a result of the workshop I attended.

For the most part I am in agreement with the Wisconsin team's criteria for identifying gifted and talented students. It is important that the following criteria to be collectively considered in dientifying "giftedness'.

1 - qualified professionals must participate in the identification process;
    a - qualified professionals must know the individuals and be able to determine "gifts" through observable behavior & performances.

    NB - Qualified professionals are defined as those persons who have expertise in the field, are knowledgeable with regard to recognizing characteristics of giftedness and who understand the culture and developmental conditions of those individuals being assessed.

2 - individuality and differences of those being assessed;
3 - level of motivation;
4 - academic performances
    a - written achievement
    b - grades
    c - test scores

5 - personality characteristics of individuals which are indicators of giftedness, i.e. very curious, diversity of interests, self-initiating, excellent oral and written expression, artistically expressive, perceptive, imaginative, superior use of language, and achiever, etc.

6 - judgments of teachers, employers, counselors and others who have considerable amounts of contact with those individuals being assessed.

The above questions go to the heart of the doctoral research I am about to begin at UMass/Amherst as part of their collaboration with the English High School. (Please send completed results to:
Robert C. Brown, Box 1, Peterborough, NH 03458)

As simply put as possible "By their works ye shall know them". Personnally I have progressed beyond the time some 20 years ago when I was a member of a committee trying to identify gifted students with the prime criteria being a "good" score on the Otis Intelligence Test. Extreme sensitivity to students' communications whether oral, written or behavioral must be present in any evaluation for giftedness. In this respect the classroom teacher is more likely to have the opportunity of early identification on the basis of more experience - if the teacher has the sensitivity. As for myself, as a guidance counselor, I try to cultivate comfortable relationships with all my students and be sensitive to their "works."

We felt that identification of gifted should be a total picture of the student involved. Just choosing a student on his academic merits only touches the tip of the iceberg. We sent out questionnaires to all elementary teachers and guidance personnel. We asked them to identify and state reasons why he/she felt that this person was gifted, the students were selected by these procedures. Teachers put down their own reasons why they felt these persons were gifted. We found that when allowed to support their choice we had broadened our base of the gifted and talented.

Include leadership ability, include possibilities of personality testing & divergent thinking tests, include importance of motivation & environment. As a researcher, I am not involved in specific identification procedures within a school setting.

I find response to this questionnaire most difficult since the workshop was almost a complete waste of time. The level of sophistication used by the presenters was so far below that appropriate to the listeners that many people were bored. The amount of useful information presented could have been covered in one mornings session. All those case studies should have been sent to participants ahead of time so that there could have been meaningful discussion of them. Workshops could have centered around role playing for identification of giftedness and talent as well value clarification re- sex & cultural prejudices, etc. Presenters might have concentrated more on helping participants and less on their own particular specialities and contrived vocabulary.

Identification: Continued

The effective ability of the student to balance a multi-role life style. The immediate past grades received in courses. High motivation level which appear to sustain itself over months at a time. Maturity and sense of responsibility to think in futuristic terms, to make and set long range goals and to decide on the shorter range objectives to meet them - leading to immediate action to complete the objectives.

This question is at the root of our lack of success with our dealings and with gifted and talented. We have task group preparing to establish some goals and guidelines for the implementation of all of paragraph #1 above.

In an in-service project, all department faculty members created an assessment program based on Andover academic standards. The test was administered on September 11, 1975 to all students in all English classes. The results were analyzed and computed. Percentiles and stanines were derived. Mean and standard deviation were derived by students using an Andover high school computer. We recommended that students in the top stanines be placed in Chapter 766 special needs program for gifted children. We deemed them "gifted" for our purposes and in our academic discipline.

A survey sheet was sent to these gifted students. They answer the following questions:
    What project would you like to do?
    Which books do you like to read?
    Which magazines do you like to read?
    Which newspapers do you like to read?
Survey results helped to determine the type of materials we should buy.
Teachers answers in a survey helped to determine and list other needs.

NOTE: The Internal Assessment Program was administered in April, 1976 to all students in all classes of English. New results each year will supply fresh information.

Structure of the new program. Three days would be given to an in-depth study of the materials listed. Two days would be given to studying the current grade level material. Thus, the present grade level study would be reduced by 60 per cent in time. 40 per cent (2 days) would now be spent on present grade level material. 60 per cent (3 days) will be spent in critically examining some new material, reading widely in new literature, and engaging in independent projects both on-and-off-campus. Heavy emphasis will be placed on writing skills.

Identification process: (con't)

Mostly the process of natural selection. Our curriculum is an open one - students may choose subjects from any and all departments as long as they meet the minimum graduation requirements. Full credit is given for all specialized talent and advanced courses. Students who elect advanced courses and do well in them are de-facto identified as talent or gifted.

I have used standardized scores, individual test results, teacher recommendations, parent's description of student and some activities, and personal interviews with students. For one example, one child (8th grader) scored high enough but teachers felt he was lazy. A discussion with the student found him to be involved with building early american models of houses and barns from scratch. He contacted museums, libraries and did personal tours for background. No wonder he didn't have as much time for school. So was labeled lazy. I've suggested (since he's very quite) to inform teachers of his hobbies. See if he can work in his interests to project assignments and bookreports. Certainly, with the scores, his home activities, and perservence he deserved a little more understanding vs. gifted/talented.

The reason for identifying the gifted/andor talented is thatthis person has the capability and holds promise for making a special contribution to society. Such as a student should have outstanding potential as recog by his teachers. One would expect good test performance on standardized forms of measurement. One may find good grades, but one may also find a student who is throwing it away. Wasting his talent. Usually I believe the student has a sense that he is different. That he doesn't seem to be on the same train as everybody else -- there is a sense of being alone. Counselors have access to much condensed information as well as personal information. and they should certainly be primary instruments for the identification of these students. Since many of these students may have divergent reading patterns and the "How do I find Out" syndrome, the librarian (both at school or in town) may be an excellent source person for identification.

Pickins County, Alabama (45 returns)

SUMMARY OF PLANS OF FORTY-FIVE RESPONDENTS

The tentative plans of respondents include a variety of procedures or practices for meeting needs of gifted and talented students. A list of twenty suggested procedures or practices that seem to be appropriate or adaptable to the Pickens County School System will be distributed to teachers during the first week of the 1976-77 school term. This list may stimulate teachers to the point of reopening their thinking relating to providing for the needs of gifted and talented students.

Listed Procedures	Frequency
1. Independent Study	10
2. Enrichment	10
3. Projects	3
4. Provision for creative dancing.	1
5. Provision for guided reading relating to sports.	1
6. Provision for reading in careers in recreation.	1
7. Offer a larger variety of English classes.	1
8. Provide a variety of activities.	1
9. Strength, coordination, endurance, flexibility.	1
10. Identify students gifted or talented in art, drawing, and possibly singing.	2
11. Organize each class into groups so more time will be provided for gifted students.	1
12. Add more biographical reading material.	1
13. Career Clubs	1
14. Follow-up of ACT Interest Inventory.	1

Listed Procedures	Frequency
15. Junior Honor Society organized for 9th graders in advanced subjects.	1
16. More learning experiences to meet the individual needs of each child.	1
17. Conduct a unit on metrication.	1
18. Ask each student to make problems and solve them as related to careers they are interested in.	1
19. Planned scheduling to offer independent study courses.	1
20. Students may choose their own courses for correspondence courses.	1
21. Development of desirable work habits.	1
22. Assist teachers in making pupils aware of the wide range of work options.	1
23. Design some awareness of identifying gifted and talented students.	2
24. Plan to seek four students using several special information as to their special gifts.	1
25. More involvement in classroom activities that concern the slow learner.	1
26. Implement special enrichment activities.	1
27. Special projects that are appropriate for kindergarten children.	1
28. Using students to help others who are less gifted.	1
29. Give these students different assignments to do.	1
30. Proper methods of interviewing people and role playing individual projects.	1
31. Role playing and behavior rehersal.	1
32. Interview to develop self-awareness.	1
33. A non-structured class for gifted and talented students in art.	1

Resources (People or Things)	Frequency
1. Music, art, and science.	2
2. GAC Consultant - University of Alabama	1
3. Outside reading, people in the community, other teachers in school.	8
4. School and community activities.	1
5. Parallel bar, Balance bean, Side Horse, Mats.	1
6. Make a canvass of the community.	1
7. Librarian	2
8. Counselors	1
9. Mr. Wier	3
10. Alabama Health Career Counsil	1
11. Audio-Visual Aids	3
12. Think Metric Programs	1
13. Metric Scales	1
14. Metric Bingo	1
15. Materials from jobs we find available.	1
16. Visits to jobs in our area.	1
17. Popeye Careers' Booklets.	1
18. Occupational Outlook Handbook.	1
19. School Media Specialist	1
20. Central Office Specialist	2
21. Local radio station (WRAG)	1
22. Advisory Committee	1
23. Students	1
24. Federal Workers	1

Resources (People or Things)	Frequency
25. People who have expertise in the areas of interest.	2
26. Special material bought and made available to students.	1
27. I plan to use community resources.	1
28. Parents	1
29. Multi-Media Kits	2

Obstacles	Frequency
1. Inadequate material for enrichment.	1
2. Inadequate material for independent study.	1
3. Lack of expertise in providing for gifted and talented pupils.	1
4. Inadequate reading materials.	2
5. Lack of material for hobby development.	1
6. Schedule changes.	1
7. Lack of time, money, facilities.	4
8. Place to have students and consultants meet.	1
9. Purchasing of material or equipment for use with the class.	1
10. Work out time schedule for students and consultants.	1
11. Reduce class size.	2
12. Better support from parents and administrators.	1
13. The negative attitude of some parents toward the metric system.	1
14. Inability to read materials and discuss materials.	1
15. The reluctant teachers and their unwillingness to change.	1
16. Gifted and talented developmental approach.	1

Obstacles	Frequency
17. Time factor and student apathy, all want to be gifted and talented.	1
18. How to get started on activities after having identified the gifted and talented child.	1
19. Proper ways to identify the gifted.	3

Materials	Frequency
1. Applying Principles of Change	6
2. Case Studies	13
3. Classroom Discussion	12
4. Annotated Bibliography	6
5. Research and Guidance Laboratory Practices	7
6. Needs and Problems of Gifted and Talented Females	7
7. Some Guidelines for the Career Guidance of Gifted Females	6
8. Vocations in Literature: A Booklist	4
9. Wisconsin Career Education Planning Model	2

Use of Materials	Frequency
1. Increase knowledge of gifted and talented pupils.	1
2. Providing enrichment for pupils.	1
3. To enhance physical education for girls.	1
4. Read them and will keep for continued reference.	1
5. Had students to read and report on some of them.	1
6. Critically examined to see which ones would be suitable and will give quicker and better results.	1

Use of Materials	Frequency
7. Self improvement and study.	1
8. More time to think and plan.	1
9. Compared classroom with the lab abd found ways to implement.	1
10. Provided ways to reduce and eliminate resistance to the metric system.	1
11. Focused thinking of gifted and talented students in a broader range.	1
12. Shared materials with students.	1
13. Used ideas from the materials guidelines.	1
14. Used mainly within the English classes and then referred to the counselor.	1
15. To develop an awareness of different kinds of work and types of skills needed.	1
16. To reaffirm materials needed for the gifted and talented.	1
17. Reviewed and discussed materials with other staff members.	1
18. To provide a physical setting conducive to learning.	1
19. To become aware of the needs of gifted and talented students.	2
20. Used case studies to secure samplings on how to college data on the subjects in the project.	1
21. The booklist "Vocations in Literature" was used to select materials needed for the students in the project.	1
22. Guidelines ~~was~~ were used to identify the female role model.	1
23. Used materials in small group discussions at the March workshop.	1
24. Used as resource material.	1
25. Assisted in recognizing the gifted and talented students.	1
26. To gain information.	1
27. Served as guidelines.	1

APPENDIX XV

WORKSHOP APPLICATION/QUESTIONAIRE

SECTION I: Identifying Information

A. Your name and title ______________________________

B. Name of your institution or agency ______________________________

C. Your address and telephone no. ______________________________

____

D. Names of participating school districts or agencies ______________________________

____

SECTION II: Major Workshop Objectives

Which of the following objectives most closely coincides with your objectives in considering a career development workshop? If more then one applies, please rank them first, second, third, etc.

____A. Adoption of specialized procedures to augment career education of gifted and talented boys and girls.

____B. Adaptation of career education procedures so as to render them feasible in school communities of varying size, staff characteristics, facilities, and resources.

____C. More frequent and more adequate cooperation between school and non-school resources in articulating the total career education program.

____D. Ongoing evaluation and improvement of local career education practices.

____E. Other (please state) ______________________________

____

SECTION III: Preferred Workshop Dates

Please list three workshop dates in the order of your preference.

A. ____________ B. ____________ C. ____________

SECTION IV: Demographic Information

A. Who will be served directly by the proposed career development workshop? (Circle all that apply).

Students: K 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
Adult & Continuing Education

Staff: Teachers Counselors Administrators Other (specify)

Community: Parents Business/Industry persons Labor Other (specify)

B. What geographical area(s) will be served by the project? (Circle all that apply).

Rural Small Town Suburban Urban

APPENDIX XVII

PERSONNEL

1. Marshall P. Sanborn, Professor of Education, Associate Director of the Research and Guidance Laboratory from 1963-69 and Director from 1969-74. Mr. Sanborn has carried on direct career development work and conducted research with gifted and talented students for the past 13 years. He was a member of the National Invitational Seminar on Career Education for Gifted and Talented Students (OEG-0-72-4843), 1972-73; and the National Conference on the Culturally Different Gifted Child, Foundation for Exceptional Children, 1973. He has contributed to several books and monographs regarding the gifted and talented, and he has published a number of research reports on the topic.

2. Charles J. Pulvino, Associate Professor, Associate Director of the Research and Guidance Laboratory from 1970-74, Director from 1974-present. Mr. Pulvino has been involved in school based career development work for the past six years. He has written numerous articles related to the development of gifted and talented students and is presently the editor for the *Counseling and Values* journal. Currently, he is developing a counseling-consultation program development model for Wisconsin schools.

3. Patricia L. Wolleat, has been an Assistant Professor in the Department of Counseling and Guidance at the University of Wisconsin since 1971. She has conducted research and taught graduate level courses in the area of career development and particularly in the career development of women. As a coordinator of the Women's Caucus of the Wisconsin Personnel and Guidance Association she has conducted and participated in several workshops and conferences on the career guidance needs of women.

4. Philip A. Perrone, Professor of Education, Research Associate since 1965 in the University of Wisconsin Center for Studies in Vocational and Technical Education. Mr. Perrone has conducted school based research and development career education efforts throughout the United States since 1962. He has served as editor of both the *Vocational Guidance Quarterly* and the *Journal of Human Resources*. Currently he is responsible for developing a revised Career Guidance Model for Wisconsin Schools and serving as a consultant to Wisconsin's Occupational Information System project funded by the U.S. Department of Labor.

5. James L. Lee, Associate Professor of Education, is presently the president of the National Catholic Guidance Conference, a division of APGA. Mr. Lee has served as Associate Director of Research in the ERIC Counseling and Personnel Services Information Center at the University of Michigan. He has done extensive research and written numerous articles related to career development and adjustment among religious personnel. Currently he is developing a series of career development and exploration structured exercises to be used with junior and senior high school students.

6. Dennis W. Engels, Project Associate in the Department of Counseling and Guidance, former Research Associate of the University of Wisconsin Center for Studies in Vocational and Technical Education and Research Assistant at the Research and Guidance Laboratory from 1971 through 1974. Mr. Engels has been involved in school based career development, and Research and Development and curriculum development in career education and vocational education in the midwestern U.S. He has held jobs ranging from custodial assistant to industrial purchasing agent. His dissertation traced the development of the published thought of John W. M. Rothney, founder of the Research and Guidance Laboratory of the University of Wisconsin - Madison.

7. Judith M. Rodenstein, Research Assistant and doctoral student in the Department of Counseling and Guidance. Ms. Rodenstein has been counseling students at the university level in the area of financial assistance, study skills, personal growth, placement and career development. She is currently working with Professor Perrone in developing a revised career guidance model for Wisconsin schools and has a published article concerning the use of ERIC in career education. Her current research interests concern women and career development.

8. Lawrence R. Pfleger, Project Assistant and doctoral candidate in the Department of Counseling and Guidance, was employed with the Greendale, Wisconsin, Public Schools (1970-75) as a counselor at the junior and senior high school levels and a junior high school administrator. He also served as Greendale's Liaison Director to PROJECT BRIGHT (NDEA, Title III) to develop innovative school programs for gifted and talented students; served as a Research Assistant at the University of Wisconsin's Research and Guidance Laboratory (1967-70), has participated in a number of career education workshops, and is currently completing his doctoral studies in the area of career counseling for gifted students.